The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

September-October 1975

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- George Gallup on The Public and the Schools
- Ralph Nader on Neglect of Consumer Education
- George Leonard on Physical Education for Life
- Ethel O'Hara on Piaget and Learning
- Student Rights and Responsibilities

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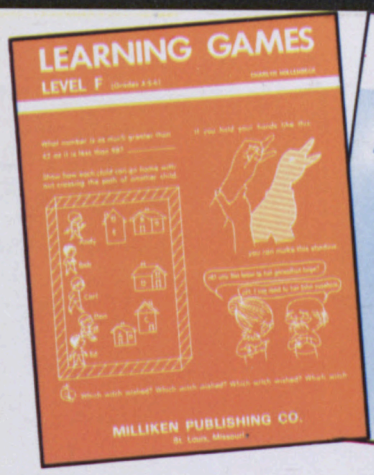

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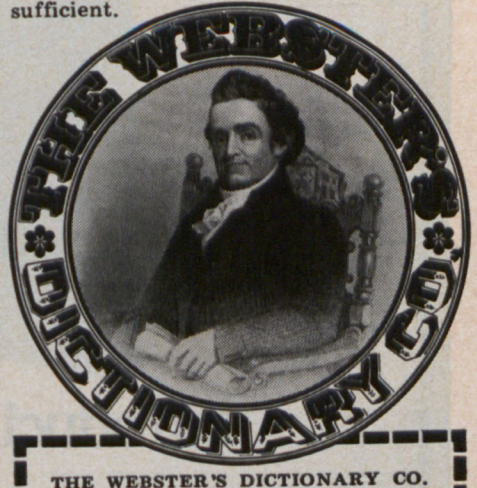

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TODAY'S EDUCATION

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WALTER A. GRAVES

With this first issue for the school year 1975-76, the National Education Association presents Walter A. Graves as the new editor of *Today's Education: NEA Journal*. The name and contribution of Dr. Graves are familiar to *Journal* readers, for he has been second-in-command on the staff since 1956. Since 1972 he has been executive editor and, before that, served in turn as senior assistant editor, associate editor, and managing editor.

A native of New York State, Dr. Graves received his AB and MA from Syracuse University; taught English and journalism in the Syracuse and Marcellus schools; and was a reporter with the *Elmira Star-Gazette*. He came to the NEA from the U.S. Navy's Intelligence Division, where he had been an editor.

His doctoral work (in teacher education) was done at George Washington University in Washington, DC. His dissertation, a national survey of the reading and recreational interests and habits of American public school teachers, gave him special insight into the thinking and needs of teachers. The dissertation, a part of which was published by the NEA, has been widely quoted not only by educators but by national news sources.

A former national president of the Educational Press Association of America, Dr. Graves has served both the national and the Washington, DC, chapter of Edpress, the organizations through which editors work together to improve their skills and raise the quality of education publications.

Dr. Graves has traveled widely, visiting schools and interviewing teachers in many countries, gathering ideas and information for articles in *Today's Education* and other publications. He has received awards for excellence in educational journalism and for tutorial contributions to children in the Washington inner-city schools.

He becomes the third editor that the *Journal* has had in the more than a half century since the Association introduced it to the teaching profession. His predecessors were Joy Elmer Morgan (1921-55) and Mildred Sandison Fenner (1955-75), who retired on August 1. He will bring to his new responsibility his own gifts of leadership and creativity, while continuing in the tradition of professionalism which has made *Today's Education* the most widely read educational magazine in the world.

—John D. Sullivan, *publisher,* Today's Education.

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CIRCLE QUICK-ACTION CARD NO. 5

EDITORIAL

Down with Bargain Basement Blues

By **JOHN RYOR**
NEA President.

I believe it's time for results instead of talk about results in improving the lot of education. My definition of results does not mean the setting of a catchy theme for the year or the calling of still more conferences or the commissioning of a commission to give a task to a task force. What I am talking about is the kind of results that teachers can either feel, touch, or spend.

One specific result we need is a federal collective bargaining statute that will guarantee negotiating rights for all teachers—everywhere in the nation. And we can't afford to permit that bill to become buried in the graveyard of political promises.

We need a federal bargaining law because it's the key to improving the economic status of teachers.

We need it because teachers are losing the war to inflation—day by day, week by week, paycheck by paycheck. And while teachers border on becoming financial dropouts, other segments of society continue to profit and prosper. (Just in case you haven't looked lately, teachers are right in the middle of an economic rat race, and the rats of inflation are winning!)

We must get teachers back into the mainstream of this economy, and we must get the rats of inflation back into their cage. As NEA president, I believe it is my duty to say loudly and clearly to the power brokers, "We aren't going to listen to the 'Bargain Basement Blues' any longer; we've had enough of that song and dance, and it's time we said so."

I think it's the cruelest of ironies that this country pays verbal homage to education as "our greatest national asset" and then refuses to fund even the minimal educational programs necessary to teach kids.

It is significant that while politicians continue to promise a "new dawn" and an "open door" for education, our colleagues all over the country are being laid off, ripped off, pink-slipped, and just plain bagged. The time is at hand for us to stop being the political yo-yo for the ups and downs of the economy. When times are good, our salaries rise all the way to mediocrity, and when they're bad, we are virtually destitute.

We used to tell the politicians who love us during their campaigns to come across after their election. (There is no such thing as a politician who is "neutral" about education.) Perhaps Mark Twain had ungrateful politicians in mind when he said: "If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man."

NEA leaders all over this country must serve notice that we either get the kind of funding that will do the job for kids and protect the jobs of teachers, or we'll institute an accountability system of our own—and many of those same politicians will be outside the legislative halls trying to get back in, just like the quarter of a million teachers who sought but couldn't find jobs in our public schools this fall.

I believe that the Association, nearly 2 million members strong, can get the job done for this country's greatest profession—teaching. Perhaps John Fitzgerald Kennedy said it best: "Neither smiles nor frowns, neither good intentions nor loud rhetoric can ever be a substitute for the strength of people united." □

Mr. Ryor, a mathematics teacher at Springfield High School, Battle Creek, Michigan, was the 1972-73 Michigan "Teacher of the Year."

LETTERS

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Impossible Students

When students are indifferent, defiant, or violent, teaching becomes a thankless, grueling, nerve-racking job ("Today's Students Are Impossible!" March-April). But it is ridiculous for teachers to imply that students were better in the "good old days."

Tough schools and tough kids have always existed, just as there have always been poor readers, truants, dropouts, vandals, and youth gangs.

Today's students are no more impossible or unteachable than those of the past, and the sooner teachers stop dreaming of the days when they could beat students into submission, the sooner humanistic approaches to education will be found.

—Maurice Wolfthal, *Bronx, New York.*

The comments on "Today's Students Are Impossible!" supposedly include quotes "from teachers who know the problems of teaching today." But the feature includes remarks from school counselors and school administrators who do not teach, are not in the classroom, and get all their information secondhand. If their ideas on handling students are so valuable, I advise them to get back in the classroom and practice them.

—A. M. Strang, *classroom teacher, Lower Cape May Regional High School, Cape May, New Jersey.*

"Letter to a Dead Teacher"

What a beautiful letter (March-April).

How Bel Kaufman had me rolling back the years! Miss West . . . Mr. Diamond . . . Mr. Lavin . . . and so many more. I'm 40, but Miss Kaufman made me feel like a kid again.

—John J. Lopez, *New York, New York.*

After I read Bel Kaufman's memorable article, I sent a memo to the teachers in our district urging them to read the piece also. In fact, I recommended the entire March-April issue, one of the best.

—Jane Elmore, *consultant, Davidson County Schools, Lexington, North Carolina.*

Sexism in Today's Education

All eight cartoons in the January-February issue dealt with boys. Not a mention or sight of a girl.

In that same issue, the editors presented two articles on sexism, "Sex Bias in Textbooks" and "Guidelines for Equal Editorial Treatment of the Sexes." Does it make sense to foster concepts you criticize?

—Evelyn M. Harper, *classroom teacher, Frankfurt American Elementary School No. 1, and Dennis O. Harper, mathematics teacher, Frankfurt (Germany) International School.*

Throwing Stones at South Africa

In "The Evils of Apartheid" (March-April), James A. Harris criticizes South Africa.

No person or society is in a position to throw brickbats at widely divergent and little understood foreign nations. It does little to condemn man's alleged inhumanity to man in peaceful South Africa in a world where one witnesses Uganda's black majority dispossessing and expelling her entire Indian population, Turks arbitrarily ousting Greeks from northern Cyprus, and Catholics and Protestants murdering each other in Ulster.

—George C. Kennedy, Jr., *Cherry Hill, New Jersey.*

Resigning from NEA

Recently, I resigned from NEA. There were two main reasons for my action.

First, I have always felt that the primary role of education was to pass on the cultural values and amassed technical knowledge of our civilization. *Today's Education* and NEA policy foster innovation almost for its own sake. And not just in matters of technique. NEA actively promotes change in cultural attitudes and mores. I believe that this sort of thing should be left to the entire population.

Second, as a retired member of the armed forces, I find NEA's incessant comparisons between the budget for defense and the one for education odious in the extreme. I see no conflict in the two. Our nation should be able to provide for both. However, if there is *ever* the necessity to choose, there is no doubt in my mind which is of overriding importance: defense.

—Alfred D'Attore, *Phoenix, Arizona.*

The Self-Contained Classroom Lives

"Eulogy for a Dead Classroom" (January-February). Balderdash!

The self-contained classroom is alive and well and, provided there is a sensible, sensitive teacher attached to it, a better place to be, to love, and to learn than the great innovations called open space schools, where several hundred kids are crammed into corrals resembling turkey farms.

—Walter Schmid, *fourth/fifth/sixth grade teacher, Chula Vista (California) City Schools.*

Carolyn Kleinfeldt's article was solid gold. Having lived through six or eight educational panaceas in the last 20 years, I suppose my appetite for them has waned.

I visited the exciting world of the television classroom and found the students bored. I traveled to the flexibly scheduled school and found that type schedule the most inflexible of all. I went to the school without bells and discovered the lack of bells didn't make a darn bit of difference in the education of students. And the open classroom—heaven help us!

Hang in there, Carolyn.

—Marvin C. Joy, *supervisor of instruction, St. Mary's County, Loveville, Maryland.*

Tired and Frustrated Teachers

I read with keen interest David W. Adams's "Tired and Frustrated Teachers" (January-February), mostly, I suppose, because it put into words what had been lying inchoate within me. After John Holt et al, it is refreshing to hear from a nonpublic school teacher with his feet on the ground instead of with his head in the sand.

As a teacher of 22 years, I bear the frustration and fatigue which Mr. Adams classified under the rubrics of conflicting values, the demands of public accountability, and the good shepherd ethic.

—Philip Albright, *ninth grade English teacher, Traverse City (Michigan) Area Junior High School.*

I take exception to one of Mr. Adams's statements: "I suspect that a lot of teachers in public schools, especially in secondary schools, are weary and frustrated, some to the point of anger."

If Mr. Adams would visit a cross section of classrooms at the "lower" levels, he would soon discover that weariness and frustration are not confined to high school faculties and that the points he brings out so well in regard to conflicting values, accountability, and the good shepherd ethic apply with equal force to all segments of the profession.

I suspect that Mr. Adams may be suffering from the misconception that has been with us for some time—namely, that an elementary or junior high teacher is somehow less important to education than a high school teacher or a college professor. If teachers are ever to achieve the unity necessary to overcome the problems which we all face as a profession, we must develop a mutual respect for our fellow educators at all levels.

—Ruth M. Johnson, *former elementary teacher, Taylor School, Sheridan, Wyoming.*

Boo To Counting Pictures in Textbooks

As an educator who is inundated with important things to do, I find Professor Weitzman and Professor Rizzo's "Sex Bias in Textbooks" (January-February) rather demeaning to education. Most professional educators have more important things to do than spend three years counting the pictures in textbooks.

(Continued on page 8)

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The comment that one would expect 51 percent of the textbook illustrations to be female since 51 percent of our population is female is an insult to one's intelligence. In the area of science research, males have always been dominant in number. How many female astronauts have we had? What percentage of doctors are women in this country? Picturing women in these positions in textbooks on a 50-50 ratio, as the authors recommend, would be a falsification of the highest degree.

Why don't researchers devote their time to real problems in education like reading? In these predepression days, we certainly don't have money to waste on the pseudo or fringe areas.

—Joe E. McKinley, *biology teacher, Harding High School, Marion, Ohio.*

I have talked to a number of women to find out if they felt belittled or intimidated by textbooks while they were in school. We have concluded that feelings of inferiority occur in both sexes and in people of all backgrounds. We have further concluded that if college professors have nothing better to do than waste time and money on such studies, it is time to reevaluate what they are doing with their time.

—Barbara DelaPaz, *Orion, Illinois.*

"A Harlem Parent Speaks"

I wish I could shake the hand of David X. Spencer (March-April). He has *the answer* to the integration problem. Give all children a good education, and integration will take care of itself. *"It will fall into place,"* says Mr. Spencer.

Instead of pouring money into running buses across town, we should provide the best teachers, materials, equipment, and facilities that our tax dollars will permit for each school. Then let's watch the results.

—Clara Downs, *Fairfield (Connecticut) Words School.*

At the time David X. Spencer wrote his article—the year 1968—parents were different than they are now. Parents today don't scold, punish, or insist on honesty and respect from children.

If parents today would demand respect as Mr. Spencer's mother did in the principal's office so long ago, school discipline problems would be at a minimum.

—Ida Reese, *Rome, Georgia.*

Bilingual Education

The special feature and editorial on bilingual education (January-February) presented a one-sided case. The very title of the editorial, "Bilingual-Multicultural Education" speaks to the discrepancy of its proponent's arguments.

My concern is that the all-inclusive term *bilingual* refers primarily to Hispano-American education. Is not every child's heritage and culture equally important regardless of his or her nationality, race, or religion? How could any nation ever claim to meet every minority student's needs?

True bilingual education is necessary and effective only in a country whose makeup is indeed bilingual (example: Belgium). The United States is not bilingual by anyone's standards. It is a multicultural nation, and educators should make an effort to instill in all students an understanding and appreciation of the many aspects of our diverse culture.

Multilingual education is impossible. Bilingual education is unfair. Multicultural understanding is a *must*. Our strength lies in the assimilation of numerous ethnic, racial, and national differences.

—Jos W. Gentel, *Montague, Michigan.*

Albar A. Peña's article, as so many other exhortations for bilingual education, ignores some important facts, glosses over certain considerations, contains some untruths as bases upon which to build premises in support of the contention that bilingual education (i.e., Spanish-English) must become national in scope.

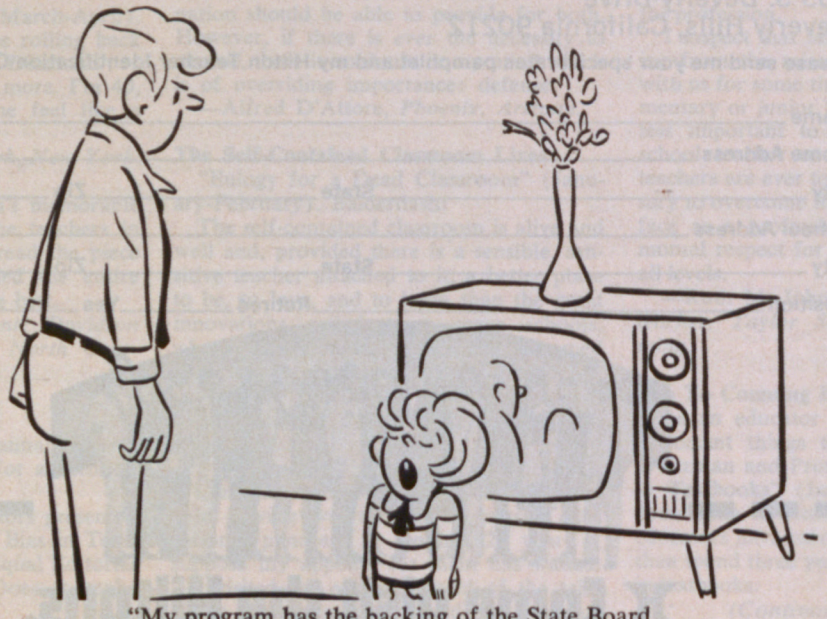
An argument for bilingual education should not ignore or minimize the need for citizens to become fluent in the primary language of the nation. To say that "the educational potential of millions of ethnic children was being wasted because all public schooling was done in English—an unfamiliar language" shows naiveté in the extreme.

The fact that Cuban refugees "had no intention of giving up their culture or their language" did not negate their responsibility to acquire the language of the adopted country. They were simply asked to learn another language—to become bilingual!

At present an alarming proportion of children of Mexican-American descent in U.S. schools have command of neither Spanish nor English. To force bilingual-bicultural programs upon the school will do little to modify this tragic situation.

Other children of many different language backgrounds manage to acquire credible facility with the English language. Could it be that their parents inculcate them with the value of learning English rather than denigrating its importance?

—Roy H. Stoller, *test consultant, School District Number 11, Colorado Springs, Colorado.*



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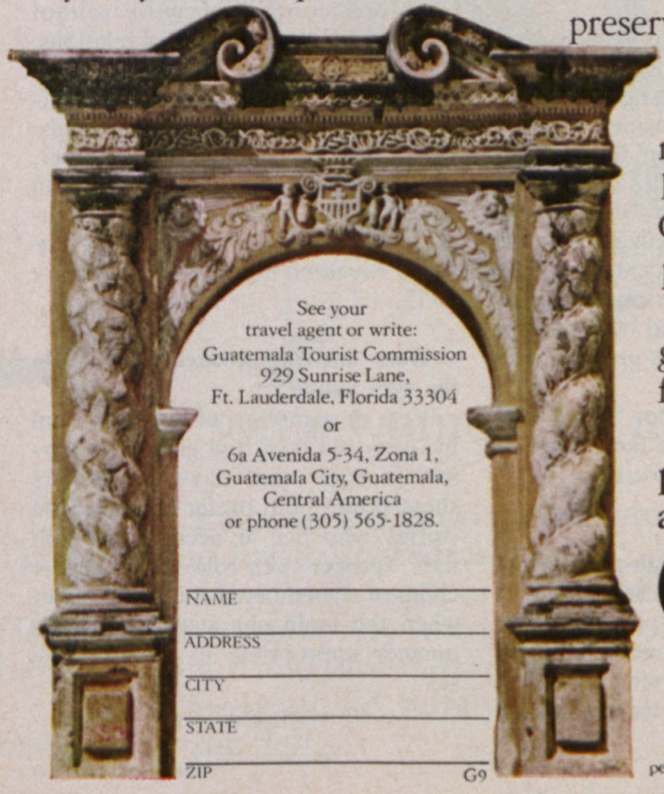

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CIRCLE QUICK-ACTION CARD NO. 6

RESEARCH CLUES

By **ASA HILLIARD**
Dean, School of Education, and
LOIS NELSON *and*
BERNARD PALMER,
Professors of Education,
California State University,
San Francisco.

Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve our consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his or her results. If a study opens up a new field of speculation for us, that may be contribution enough.

By what methods are foreign languages now being taught?

A survey of foreign language courses offered at universities today shows that revitalized and innovative approaches prevail. Traditional methods have yielded to programmed instruction, self-pacing, team teaching, small-group instruction, and television learning. Many institutions have tried to relate foreign language courses to the needs of their regions.

See Jacob Ornstein. "New Accents in Foreign Language Teaching." *Intellect* 103: 395-98; March 1975.

Are foreign language skills valued in the job world?

Yes. The Modern Language Association surveyed 800 businesses to determine their interest in foreign language skills for their employees. According to the results, 56.3 percent considered foreign language useful in their business, 33 percent said they would pay more to persons with foreign language skills, and 60.5 percent would give such persons preference in hiring.

See Mary R. Arevalo. "What Can Career Education Offer the Bilingual-Bicultural Student? *Thrust* 4: 15-17; January 1975.

Is a preference for high-prestige occupations dependent on sex?

According to a study of 1,531 males and 988 females from ages nine to 17, the males tended to prefer high-prestige occupations, and the preference increased with age. The opposite was true for females, who learn to avoid high-prestige occupations. This avoidance increased with age.

See Rosalind Barnett. "Sex Differences and Age Trends in Occupational Prestige." *Journal of Counseling Psychology* 22: 35-38; January 1975.

Are girls afraid to succeed when they compete with boys?

A recent study of 85 high-achieving girls from an integrated population suggests that girls fear success when they have to compete directly with boys. Their avoidance of success was less pronounced in subjects such as art, which the girls did not view as a traditionally masculine field.

Although adolescent girls may realize the importance of achieving in school, they fear the negative consequences achievement may have on their social relations with the opposite sex. As they progress through school, girls feel increasing pressure to conform to their traditional sex role.

In this particular study, the findings were true for both black and white girls. However, other studies have suggested that black adolescent girls may be more concerned with school achievement than with social relations. Further research needs to focus on the interests of adolescent girls from different social and ethnic backgrounds.

See John Lavach and Hope Lanier, "The Motive To Avoid Success in 7th, 8th, 9th, and 10th Grade High-Achieving Girls." *Journal of Educational Research* 68: 216-18; February 1975.

Does sex-role awareness exist in the very young?

Yes. A sampling of 64 four- and five-year-old boys and girls from nursery school and day-care centers showed that both prefer characters in stories who act in accordance with their "proper" sex role—although the children remembered the story better when the main character acted in a manner appropriate to the opposite sex.

(Continued on page 14)

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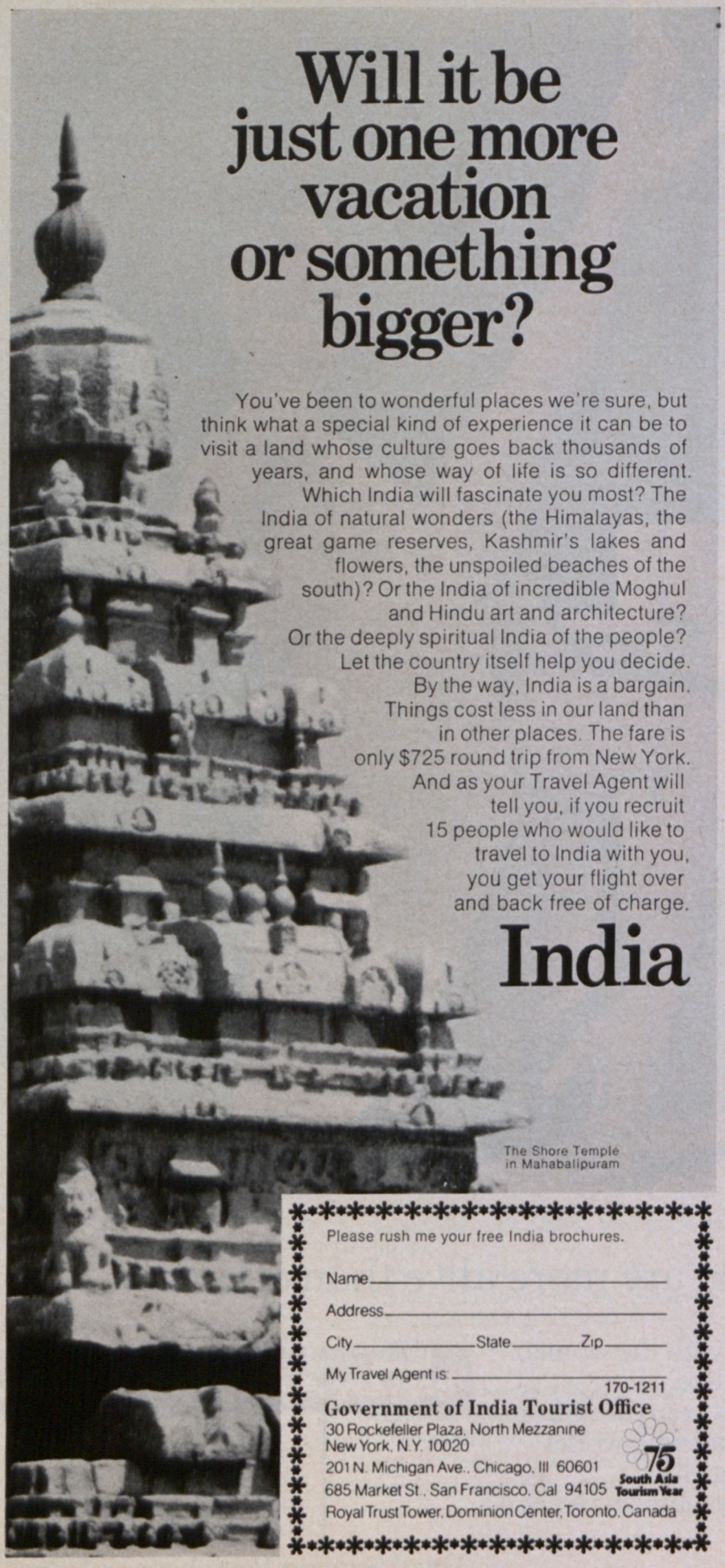

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TEACHER OPINION POLL

Because of inflationary and recessionary pressures on school budgets, some public school systems have curtailed their instructional programs. To determine how many teachers are directly affected by cutbacks, NEA Research in its 1975 nationwide survey of public school teachers asked how much of a problem cutbacks were for teachers in the school system and for them personally.

The respondents were given a list of ways cutbacks have been made and were asked to check those that have occurred in their school systems.

Nearly half of the respondents (44.5 percent) indicated that there had been a decrease in overall teaching staff. Nearly two-thirds (63.6 percent) checked a decrease in teaching materials. Half the respondents (50.9 percent) checked an increase in class size. Other cutbacks in the given list were a decrease in supplementary texts (checked by 39.1 percent), a delay in purchase of more modern texts (checked by 33.6 percent), elimination of some school programs (checked by 31.7 percent), a decrease in special subject teachers (checked by 29.8 percent), an increase in out-of-class duties (checked by 24.1 percent), and a decrease in other instructional staff (checked by 20.9 percent). The cutback checked least often was curtailment of extracurricular activities (checked by 19.2 percent).

Three respondents in 10 (30.7 percent) said that cutbacks were a major problem for other teachers in the school system; 47.2 percent said they were a minor problem; and only 1 teacher in 5 (22.1 percent) said that they were not a problem for others.

One teacher in 5 (20.6 percent) said that cutbacks were a major problem to him/her personally; 2 in 5 (37.9 percent), that they were a minor problem; and the remainder (41.5 percent), that they were not a problem.

—NEA Research.

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It appears that children learn the behavior that is expected of their sex at a very early age. Since children's literature is one means by which fairly narrow male and female roles are communicated to young children, teachers may need to evaluate the books to which pupils are exposed daily at school.

See Sally A. Jennings. "Effects of Sex Typing in Children's Stories on Preference and Recall." *Child Development* 46: 220-23; March 1975.

Does teaching experience inhibit open-mindedness?

Prospective counselors with teaching experience are likely to be more closed-minded than are those without such experience, according to a recent study of counseling students. Age was also found to be related to the development of closed-mindedness.

See Charles Heikkinen. "Another Look at Teaching Experience and Closed-Mindedness." *Journal of Counseling Psychology* 22: 79-83; January 1975.

Can motivation affect IQ?

A prominent sociologist cites research that indicates motivation may play a critical role in the development of intelligence. He suggests that the separation of feelings from thought processes may be senseless. For poor and minority youngsters, involvement or interest in the learning tasks plays an important role.

Children may not see the relevance of curricular material if the values and attitudes they bring to school differ significantly from those of the school. When instructional material emphasized the strengths of the culture from which the youngsters came, their ability to learn was increased.

See Edmund Gordon. "New Perspectives on Old Issues in Education for the Minority Poor." *Information Retrieval Center on the Disadvantaged Bulletin* 10: 5-20; Winter 1975.

Do the disadvantaged ever outperform the advantaged?

On certain creativity tests, disadvantaged children performed in a superior manner to advantaged children in many areas of creative thinking. The study involved 722 children enrolled in elementary schools in Washington, DC, through the third grade.

See Anita Solomon. "Analyses of Creative Thinking of Disadvantaged Children." *Journal of Creative Behavior* 8: 293-95; 4th Quarter 1974.

Are compensatory education programs improving children's achievement?

Head Start plus Follow Through have a positive effect on achievement during the primary grades.

A recent four-year study conducted at Yale University indicates that disadvantaged children who were exposed to a Head Start program followed by four years of compensatory education during kindergarten and the primary grades were superior in achievement to disadvantaged children who were not exposed to the four-year Follow Through program of compensatory education.

The study further revealed that a preschool program which emphasized the whole child and discovery methods produced superior performance in regard to intelligence, social-emotional development, and academic achievement over a four-year period.

See Willa Abelson, Edward Zigler, and Cheryl DeBlasi. "Effects of a Four-Year Follow Through Program on Economically Disadvantaged Children." *Journal of Educational Psychology* 66: 756-71; October 1974.

Which is superior: a Montessori or a traditional nursery program?

In a comparison of the effects of a Montessori program and a traditional nursery program, neither program surpassed the other. The sample included a racial mix of disadvantaged children ranging in age from 36 to 73 months. Generally, the children attending either program scored higher on achievement measures than did a comparable group of children who did not attend a preschool program.

See Kenneth Wexley, John Guidubaldi, and Thomas Kehle. "An Evaluation of Montessori and Day Care Programs for Disadvantaged Children." *Journal of Educational Research* 68: 95-99; November 1974.

When experts work together to identify learning difficulties, can reading instruction improve?

Yes. A team composed of a psychiatrist, pediatrician, social worker, remedial reading teacher, school nurse, and speech therapist helped to identify 104 first-grade children with potential learning problems. They then gave background information on the learning problems of the children to the youngsters' teachers, who used it to achieve greater success in reading with them.

See Edwin Morgon. "A Clinical Team Approach To Improving Reading Instruction in First Grade." *Elementary English* 51: 889-93; September 1974.

"It's hard to warm up to a teacher who tries to make school fun."

"We're looking for people to write children's books."

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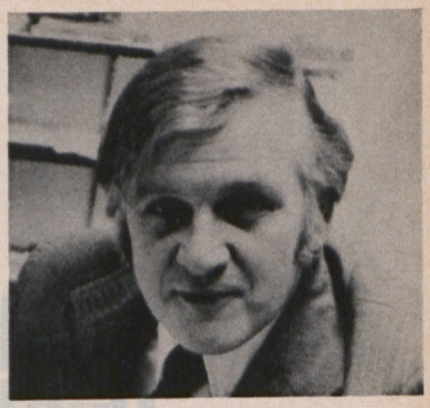
by Francis Gemme



Francis Gemme, a Founder of the Institute of Children's Literature, is the President and Publisher of *Gallery Books* and former President of Young Reader's Press.

We need writers. There are over 150 publishers of books for children and more than 250 magazines, all of which have a need for writers.

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The Public Looks at the Public Schools

By GEORGE GALLUP

Widely Known Polling Expert.

Cynicism and disillusionment, which have engulfed many institutions in American life, have not appreciably altered the public's faith in their public schools. The vast majority of Americans still hold our educational system in high esteem despite the turmoil of the last two decades.

It would be foolhardy, however, to assume that this trust will not change or that the educational system is without articulate and powerful critics.

Each year, for the last six years, the organization which I represent has conducted a nationwide survey, funded by CFK Ltd., a foundation established by the late Charles F. Kettering II, to learn more about Americans' attitudes toward the public schools.

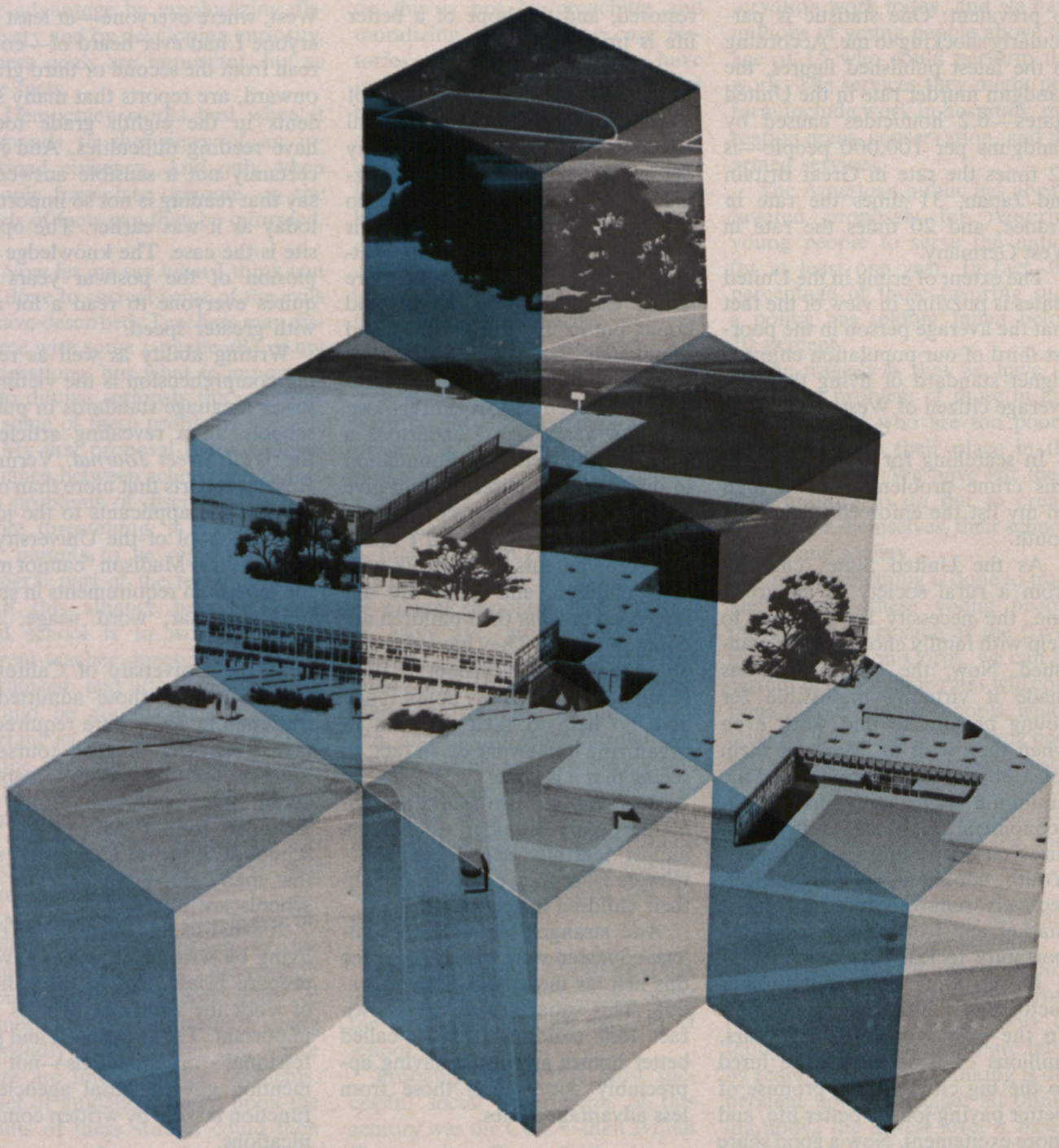
For five of the last six years, the number-one criticism of the public schools, according to the American public, has been their lack of discipline. The discipline that most people have in mind is a matter of obeying rules, respecting the authority of teachers and school administrators, and being considerate of fellow students who wish to learn in a peaceful atmosphere. The other kind of discipline which an increasing number of the nation's top thinkers and writers are thinking of is mental discipline—acquiring the knowledge and skills needed in today's world even though such learning is often difficult and boring.

It would be unfair to deal with the problem of discipline without first pointing out that schools are victims of an era when lack of respect for rules and authority is universal. The permissive era was not ushered in by the schools but by the public. However, regardless of whose fault it is, schools are suffering and will continue to suffer unless corrective measures are taken.

In the survey conducted last year, we sought to discover what the public perceives to be the extent of these unlawful acts committed in schools in their own communities. We asked if stealing goes on a great deal, to some extent, or very little. A third of the adults questioned reported "a great deal," another third said "to some extent," and only 1 in 6 said "very little." An even higher percentage of those who should know—the high school juniors and seniors included in the survey—reported that stealing goes on "a great deal."

The survey found that unlawful acts are committed in communities of all sizes, although crime is more of a problem in crowded schools in metropolitan areas.

In the community in which I live, which sociologists would describe as "affluent," the local department store is forced to add personnel to try to curb shoplifting on weekday afternoons when public school children are dismissed from school. Across the nation, this type of crime has become so widespread that the normal profit of many stores has been all



but wiped out by pilferage.

And shoplifting is but part of the crime problem that confronts the United States. In no advanced industrial nation of the world is crime so prevalent. One statistic is particularly shocking to me. According to the latest published figures, the handgun murder rate in the United States—6.2 homicides caused by handguns per 100,000 people—is 62 times the rate in Great Britain and Japan, 31 times the rate in France, and 20 times the rate in West Germany.

The extent of crime in the United States is puzzling in view of the fact that the average person in the poorest third of our population enjoys a higher standard of living than the average citizen of Western Europe.

In searching for the reasons for this crime problem, I place high on my list the enforced idleness of youth.

As the United States changed from a rural society to an urban one, the necessity for children to help with family chores largely vanished. Now, the government has made it virtually impossible for young persons to find work even when they wish to. Many of them must obtain work permits, and the minimum wage laws make it uneconomical for most employers to hire young and untrained workers. Youth, consequently, has been effectively removed from the labor market and from nearly every opportunity to learn a trade.

In our larger cities, still another factor has contributed to idleness. In the post World War II years, millions of Americans were lured to the big cities by the promise of better paying jobs, a better life, and more excitement. Now a good share of these millions are hopelessly stranded in our inner cities: Jobs are going to other areas, family life is deteriorating, and crime offers almost the only excitement.

Not only is youth idle in these inner cities, but their parents find themselves in the same situation. Consequently, a major task, as I see it, is to relocate these trapped families in areas where work opportunities are better, home life can be restored, and the hope of a better life is brighter.

The second reason for lack of discipline and decline in the moral climate of the nation stems, in my opinion, from the fact that an amazing number of parents simply do not know how to cope with their children. In earlier years, the pattern of child behavior was more firmly established by church and home, but in this freewheeling and permissive age, the traditional guidelines for the rearing of children have been almost entirely lost.

A few years ago, I undertook a study for the Kettering Foundation to discover how parents could give greater help to their children in school. My colleagues and I found that some parents seldom talk with their children, and many are uninterested in what their children are doing in school. They have no rules about the use of television, no rules about bedtime or study hours. They give no help to their children in organizing homework or, in fact, in seeing that it is done.

However, we also found that an extraordinary number of parents almost tearfully asked our interviewers what they could do to help their children in school.

And strangely enough, the college-educated were just as eager for this help as those with little education. This squares with the known fact that children from so-called better homes are not behaving appreciably better than those from less advantaged ones.

Finally, in assessing the blame for the discipline problems and the lessening respect for authority, schools must bear their fair share.

In my opinion, schools have not maintained high standards and have, in fact, acquiesced too often to those who believe that anything difficult should be removed from the curriculum or de-emphasized.

Most shocking to one who grew up in the rural areas of the Middle West, where everyone—at least everyone I had ever heard of—could read from the second or third grade onward, are reports that many students in the eighth grade today have reading difficulties. And it is certainly not a sensible answer to say that reading is not so important today as it was earlier. The opposite is the case. The knowledge explosion of the postwar years requires everyone to read a lot and with greater speed.

Writing ability as well as reading comprehension is the victim of lower language standards in public schools. In a revealing article in the *Wall Street Journal,* Vermont Royster reports that more than one-third of the applicants to the journalism school of the University of Wisconsin at Madison "cannot meet the minimum requirements in spelling, grammar, word usage, and punctuation."

In the University of California system, half of those admitted as freshmen in 1974 were required to take a remedial English course.

Even law professors complain about their students. Judith T. Younger, former dean of the law school at Syracuse University, says that many students who enter law schools are illiterate.

Journalists, of course, make their living by writing. Lawyers have to prepare briefs. But in other fields of work the ability to write is also important. Today business and professional organizations—not to mention governmental agencies—function largely by written communications.

One more criticism—and this from my own experience in polling the American people on political, social, and economic issues. I should like to challenge what seems to be a modern theory of education: the idea that learning facts is no

longer important. I have heard it said that 80 percent of all facts taught in schools are forgotten because they are not used and that teachers can spend their time to better advantage by emphasizing discovery and by developing curiosity. These goals are important, but so are facts.

Democracy works best when it responds to the views of an informed citizenry. And only when people formulate opinions on the basis of facts can they be informed.

Now let me say what I think can be done to correct some of the evils I have described. Teachers may disagree with some (maybe all) of my suggestions, but what is important is to discuss seriously the solutions to some of these problems.

My first proposal is for a closer alliance between school and home. As problems of discipline become more threatening, it is imperative for parents to be regarded as an integral part of the teaching team.

If this alliance between home and school is to work, frequent parent-teacher meetings must be organized, and attendance at these should be considered just as important as attendance by the child in the classroom. In addition, and in the case of the few who find it impossible to attend, a new kind of Teacher Corps should be developed to deal with parents and home problems.

As one aspect of this home instruction, a group such as the National Education Association should make a careful study of homes in which children are doing especially well in school and where there are few discipline problems. A set of guidelines based upon the results of these studies could then be prepared for parents of children at each grade level.

My second proposal is for the curriculum to include courses in moral education. Most children today have never been taught why society has to have rules, why these rules should be obeyed, and why those in authority should have their views respected.

In my opinion, the best way to do this is not by preaching and moralizing but by using case histories of real children who have ignored the rules of society and have ended in deep trouble. These case histories can reveal how one simple act of vandalism can affect the child responsible for this act, his or her companions, the school, and the community. Clearly, the consequences of any criminal act are seldom if ever thought out by the individual responsible, and one reason is that the wrongdoer has never learned this kind of thinking.

It is my opinion that if students were taught the mental process of projecting the consequences of a single act to the second and third stage, most of the battle against delinquency might be won.

In addition to case histories, everyday situations involving moral or ethical responses that children in each age group must make should constitute an important part of any program of moral education. Children from the first grade up can, and should, learn through discussion which acts are wrong and why. This empirical approach to proper behavior is designed to avoid the preaching that has accompanied moral education in the past and that has proved so ineffectual for the present generation.

My third proposal is to establish a new kind of conservation corps for those out of work and out of school.

Probably one of the most successful social experiments of this century was the CCC—the Civilian Conservation Corps. In the depression years of the 1930's when millions of young persons were unemployed just as they are today, the government set up camps to carry out conservation projects and paid young men enough to provide spending money and, in some instances, to help support their parents. The participants learned while doing the conservation work.

We have the same need for conservation work today, and we have millions of young people above the age of 15 who could perform this work. The services they might perform include work in hospitals, recreation areas, conservation, and the armed services.

The American public has always favored proposals for requiring young people to serve the nation for at least one year. In fact, the percentage of those favoring such a policy has seldom fallen below 70 percent.

The tragedy is that we have ignored the problem of those in and out of school who are too poorly trained to take their place in the working world. We have left them with nothing to do but to create trouble for themselves, their schoolmates, and society.

Unless something is done to train and employ these young people through projects such as the Civilian Conservation Corps, we can be certain that the crime rates will continue to soar and the schools, which must by law enroll these young people, will suffer from growing discipline problems. Perhaps we should begin to worry about the conservation of youth—as well as the conservation of nature.

My fourth proposal is to place greater emphasis upon reading.

I believe it is of major importance to reverse the trend away from reading. Words are the tools of thought, and vocabularies are built by reading. Abstract thinking is dependent upon language; all thinking above the lowest level is based upon word concepts.

A generation of young persons brought up in front of a television set is almost certain to suffer in language ability.

Some years ago, at the beginning of the television era, I sug-

Most children today have never been taught why society has to have rules, why these rules should be obeyed, and why those in authority should have their views respected.

gested that we organize an "hour for hour" trade-off. Individuals would agree that for every hour spent before the television set, they would devote an equal amount of time to reading or to some other intellectual pursuit.

I still think this a good idea. However, every time a young person who has not developed a love of books must read a book which he or she finds dull or difficult—no matter what its intrinsic merit—the likelihood of converting this student into a regular reader is reduced accordingly. More thought, therefore, must be given to the care and nursing of the potential reader.

My fifth proposal is to give comprehensive examinations to every student on graduation from high school. Students who graduate from high school should have certain basic knowledge and skills whether they go on to higher education or not. The public schools have a prime responsibility to see that each graduate is equipped to participate effectively in the democratic process. The test material should be broad and general in scope, covering not only the usual subjects found in the curriculum but also knowledge gained from other sources.

Such a comprehensive test—national or local in origin—would provide a stimulus to students to read widely and to acquire knowledge outside the subjects they have studied in school. Even more important, such a test would provide local citizens and educators with a good opportunity to judge the curriculum of their school system.

If the test revealed that students were deficient in their knowledge of the history of the nation, of their rights guaranteed by the Constitution, of the electoral process, or of the workings of the free market system, this would signal the need for change or new emphasis in the curriculum.

Passing the test would not be a requirement for graduation, although those who did pass could receive some special citation or certificate.

My sixth proposal is to make school relevant for young people.

Every day students consciously or unconsciously ask themselves, "What do I get in return for effort I expend in school?"

Unfortunately, students aren't born with an inner conviction that they should study mathematics, history, English literature, science, or any other subject. They have to be told—and *persuaded*—that the time spent in studying any subject will pay off sooner or later in their lives.

If I were in charge of a school, I should require teachers at the beginning of each course to spend the first few periods telling students why they should be studying that particular subject. And if teachers cannot stand up before a class and talk enthusiastically and convincingly about the importance of their subject, then they have no business teaching that course.

My seventh proposal is to turn schools into a new kind of learning center.

When interviewers question students, teachers, or the general public about the goals of education, they seldom encounter anyone who thinks of education and learning as a way to a more satisfying life.

I believe that schools can play a more important role in each community by becoming learning centers for old as well as young. We need to learn how to perform daily tasks better; how to become typists, gardeners, and a hundred other things; and most of all, how to use our minds more effectively in solving our own and society's problems.

Our nation and the other advanced industrial states of the world are coming to the end of 200 years during which our genius has been largely focused on the building of better machines. A materialistic philosophy has lulled us into the false belief that we have been making great progress in the art of living. Perhaps we had to go through this period before we were ready to move to a higher level of civilization.

I believe we can begin to see the dim outlines of that future—a simpler, more basic existence in which learning and the pleasures of the mind take precedence over the accumulation of material goods, a time in which humankind has reached a stage of disciplined maturity that will bring an end to the turmoil and the wars that have engulfed us in the first three-quarters of the present century. □

Dr. Gallup spoke on this topic at the 1975 conference of the National Association of Secondary School Principals. The full text of his speech appeared in the May 1975 *NASSP Bulletin*.

Journal editors invite reader response to Dr. Gallup's provocative ideas.

SPECIAL FEATURE ON MOTIVATING STUDENTS

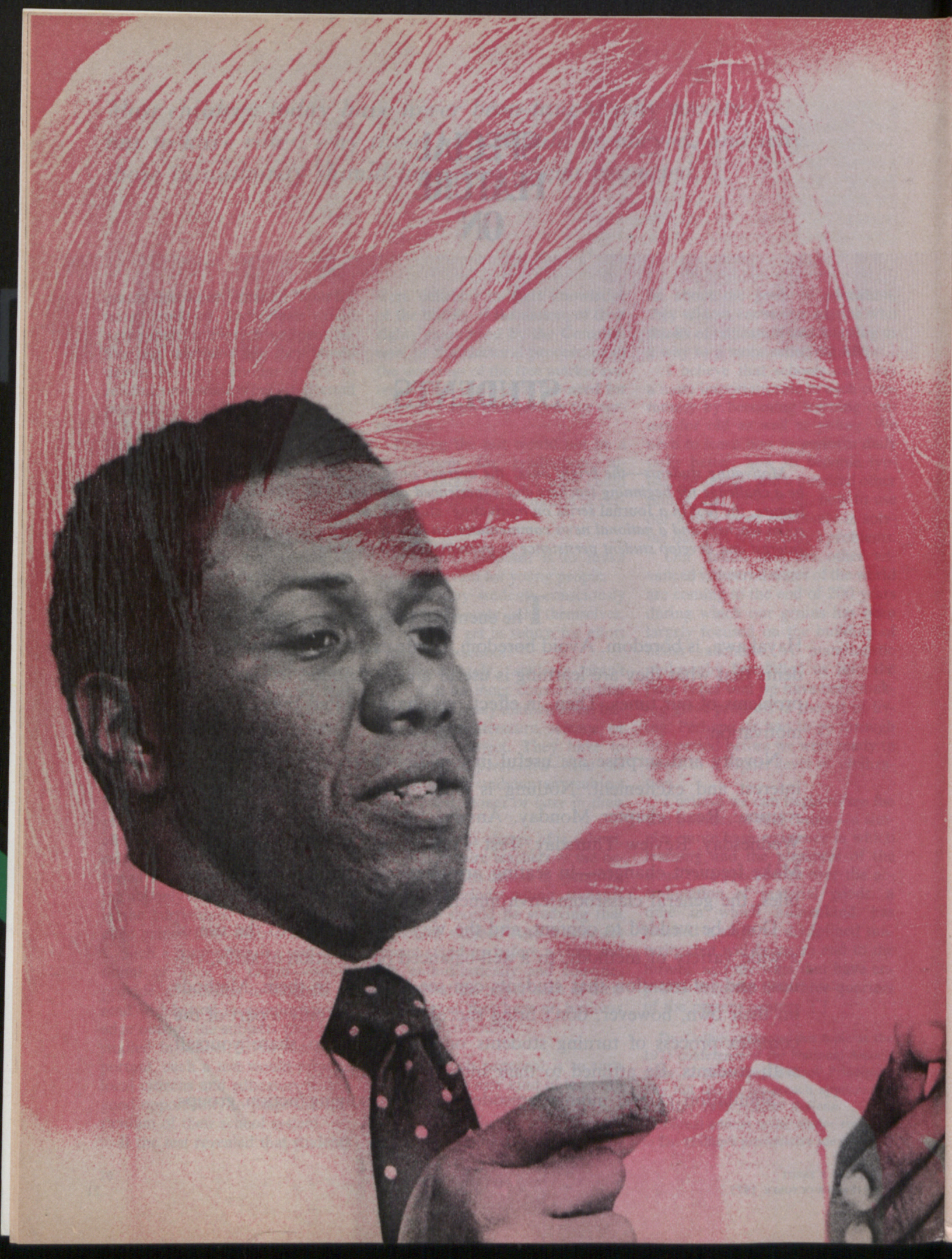
Motivating students—the bright ones, the average ones, and the slow learners—can be a challenge for beginning teachers and experienced ones, too. The following special feature, the first in a Journal *series on motivating students, presents ideas from classroom teachers and a national news commentator on how teachers might excite student interest and develop student persistence in pursuing classroom tasks.*

The enemy of the young, according to S. I. Hayakawa, is boredom. Avoid boredom, create excitement, convince students that what they are learning is useful and contributes to solving the problems of our times. Then, in effect, you have created the setting for motivation.

Novelty and surprise are useful in avoiding boredom and arousing interest and excitement. Nothing is more stifling than a never-ending routine: Read chapter Monday. Answer questions Tuesday. Discuss Wednesday. Review Thursday. Test Friday. Instead, keep up-to-date. Make frequent changes—in seating arrangements, bulletin boards, mobiles, the general classroom environment.

Don't be wedded to content, and the way will be open to the use of a wide variety of methods, to a well-balanced presentation of skills, values, and information that students can see is useful to them. Methods on their own, however, don't bring success. They are only a part of the complex process of turning students on. Be willing to share yourself with students. Be attuned to their interests and needs.

Simulation games, inquiry episodes, problem solving/action groups,



role playing, values clarification, College-Bowl-style news and current events competitions—these are activities I've found to be particularly meaningful in my class.

In order to focus attention on major environmental and social problems, I show films such as *Future Shock* and read from Toffler, Erlich, and others who give dire warnings about our future—not to frighten my students but, rather, to stimulate them to act. Better to light a single candle than to curse the dark.

—**John Bedecarre,** *seventh and eighth grade social studies teacher, Oak Grove Intermediate School, Concord, California.*

By the time my educationally handicapped students reach the senior high, too many of them have decided they *can't* learn and have reconciled themselves to failing in school. I have adopted teaching methods that don't allow these kids to continue failing. For example, I do not give tests. And if at first they don't master something but are trying, I don't punish them with failing grades on report cards.

At the beginning of the year, I tell my students that I am only concerned with helping them improve at their own level, that I am not concerned with applying pressure. I then try to prove I really mean this by insisting throughout the year that they correct the mistakes they make on their classwork. They soon begin to trust me and then to relax and concentrate on mastering a particular task.

I make no pretense that their skills are any better than they are. By the tenth grade, these kids generally have become experts at covering up what they don't know. I tell them that they'd better knock that off with me or we won't get anywhere—that if they don't know how to tell time or don't know the alphabet, I want them to level with me so we don't waste time fooling each other.

In September, I make a deal with the class that if everyone works diligently throughout the period, the last 10 minutes are free time—no matter what. I always keep my end of the bargain and relinquish the time even if I'm in the middle of something. During this free time, I become snoopy, eavesdropping on conversations, watching who talks to whom, trying to discover their personalities when they aren't involved with schoolwork. I listen for clues that will help me get a picture of the kinds of situations they are coming from. (After stressing "look at the newspaper every day" for some time, I realized only two of my students' families got the daily paper! I now bring it to school each day so that students can look at it.)

Early in the year, I tell them that I know they have much to teach me (and that my purpose is to help them learn). I make a little speech about how we are all good at some things and not so good at others, elaborating on my terrible athletic ability. And I do ask every one of them to teach me something during the year. (Every kid in the class beats me at checkers.)

Whenever possible, I ask them to help each other. I always make certain, however, that the kid being helped also helps someone else with something. They each, I have learned, are good at something, and they know it. The key is to get them to share their special ability with me so that I can use it as a jumping off point to improve their skills.

Many of my kids have been much less fortunate than I was as a teenager. So I try to share everything I can—pictures, letters from home, and so on—with them. I want them to be unwilling to settle for what they have. I really care about helping them and I try to let them know it. Whenever possible, I offer my free time, favors, extra attention. (I call them, *not* their parents, at home when I've heard by the grapevine that they've gotten in trouble.)

On the first day of school, I promise that everything we cover in class will be something they will use in their daily lives. I invite them to tell me if they doubt this at any time in the year. Then, when teaching various skills, I try to use materials that will show them the relevance of the skill. Usually they have not been taught with the kinds of things I bring into school. In teaching reading, for example, the possibilities are endless: maps of all kinds, driver's manuals, newspapers, calendars, job applications, magazines, order blanks. I drag just about everything that comes to me in the mail to school. I also encourage the kids to bring things in.

One of the big favorites has been road maps. With them, students can figure distance (and get into gasoline mileage), read names of places, learn directions, etc. Operating instructions for various appliances are also good to use in teaching reading. When one of the kids is actually applying for a job, we make a project of filling out job applications. Every spring we do tax returns, with working students bringing in their actual W-2 forms.

When I teach subtraction, I use checkbook ledgers, paycheck deductions, and so forth. I use the grocery ads from the daily newspaper in math class, and occasionally I have taken a small group in my car when I go to buy gas and have them figure out the mileage and cost of gas. They love it.

One boy I had in class was talented in woodworking but couldn't read. I used rulers to teach him math skills and carpentry books to teach him reading.

On the first day of school last year, most of my students looked to me as though they were going to be impossible to motivate. I just pretended to myself that they were all geniuses who hadn't been discovered yet. And I made it *my* challenge to try in each case to find out and attempt to correct what was in-

terfering with the student's learning.

—**Michele M. Farver,** *special education teacher, Hogan Senior High School, Vallejo, California.*

The comprehensive high school in which I teach believes that young people become motivated to a high degree when they have the chance to operate in a meaningful, real-life situation.

Our most exciting teaching adventure last school year centered around a special project we called "The House." The school acquired a burned-out house in the community to rebuild, decorate, and market, thus turning it into a laboratory for learning.

We felt that this experience, in addition to fulfilling our belief that the community should be an extension of the school, would give students an opportunity to escape the artificial atmosphere of simulation within the school.

The construction classes, aided by the drafting, art, home economics, and general business classes, were in charge of the project. But before it was completed, the entire school was involved, as teachers began to see the possibilities of exploring such topics as ethics, aesthetics, ecology, zoning, unionism, and employment practices in relation to the House. The academically talented students engaged in independent study activities related to the project, and the special education group developed a unit entitled "The House."

This project provided the kinds of activities that young people relish. In addition, it involved career training and the development of moral and aesthetic education and motor skills.

—**Jeanette H. Whatley,** *program assistant and chairman, English Department, Booker T. Washington High School, Atlanta; formerly lead teacher, humanities.*

How can teachers reach kids? Through little things. For example, I try to be at my classroom door at the start of class so that I can say something to each student entering the room. And I try to say something personal to every student during the course of the class hour. Junior high girls like teachers to notice their clothes or their makeup, and the boys like to hear something about athletics, cars, or their appearance.

I particularly seek out the boys and girls who are quiet and withdrawn. During class, I might walk by them and lightly touch them on the head and say, "Hey, how are things going today?" Or I wink at them.

Winking, I've found, is also an effective way to discipline. When I give a knowing wink with a smile that seems to say "You really probably shouldn't be doing what you're doing" and then walk away, it's more effective than words and works with all types. It's good with girls, too. Not a flirtatious wink, of course, but one that makes them think I'm trying to tell them something about what they're doing or should be doing. (Effectiveness of these methods depends on the teacher's personality and the age of the students.)

When I come across kids who don't seem to be interested in anything in the school program, I think maybe they aren't experiencing success of any kind in anything. Everyone should experience some success, if possible, in every class. If that's not possible, in some class during the day. And if that's not possible, in some extracurricular activity.

With a boy who is having trouble in my science class and is not involved in any out-of-class school activity, I try to get him to come out for an extracurricular activity—preferably one where I can work with him, because then maybe, somehow, he can taste some success. After that, he looks at me as other than a classroom teacher, and I look at him as other than a science student. And a relationship is established that carries back into the classroom.

—**Robert G. Heyer,** *ninth grade physical science teacher, Johanna Junior High School, St. Paul, Minnesota; 1975 National Teacher of the Year.*

I suggest that in order to excite and involve students, we teachers learn about them and pattern a program which fulfills their social and psychological needs. In the process, we can help them learn the basic academic skills through their experiencing the real world, in and out of school. Students will then become self-motivating. More often than not, they will enthusiastically study and learn when they see a balanced program in which their interests and needs are met, the basic skills are taught, and their yearnings for adventure are fulfilled.

Teachers can motivate students by providing real, exciting experiences in which they can physically be a part. All students want to play, live with gusto, and assume responsibilities. Teachers can help them by creating an environment of possibilities. The teacher holds the key to the student's door to reality.

If teachers feel they must give homework, they should make sure it is work that involves the students in meaningful kinds of learning behavior. One successful out-of-class assignment I have tried with my students involved making wooden models of buildings and objects used on farms in Connecticut in the 1800's. First, students read about the period and had a good idea of how some of the farm buildings, mills, and implements were made. They also backpacked in the areas of the farm communities of the 1800's and dug for artifacts in a veritable ghost town. Their assignment, to make a wooden model without using modern power tools, was a long-term one. But because it was physical in nature and because the students could see tangible results of their work day after

day, the end results were outstanding, not only in fabrication but in historical insight.

Another factor that helps students stick to their tasks is the confidence and security they have in their teacher as a mature adult who really wants to help them become self-sufficient. The teacher must demonstrate warmth, consideration, and sensitivity by working individually with students, by constantly reassuring them of their worth, and by not allowing their fear of failure to prevent their persistent pursuit of tasks.

To try to prevent student failure, I give youngsters a grace period (a delayed due date) for assignments or for the completion of tasks. An assignment may have a deadline, but if students are not pleased with what they have done (or if I feel that they have not succeeded), they just continue to do the assignment or the task over again until they are satisfied, or I am satisfied. There is always room for negotiations. This practice allows for second chances, which, by the way, is what often happens in real life. The process, therefore, becomes more significant than the product, a crucial ingredient in teaching for educability.

—**Robert Gillette,** *English teacher, Andrew Warde High School, Fairfield, Connecticut, and winner of the current Teacher Challenge Award presented by the New England Program in Teacher Education.*

Teachers are the key to motivation. They have the huge responsibility of making each child feel worthwhile and successful. We can't teach children anything, except perhaps some negative things, until we help them build good self-concepts.

In working on this theory, I have seen amazing things happen. Even as a beginning teacher, I felt deep within me the need to establish rapport between a child and myself before I tried to teach subject matter. And ever since, I have found it tremendously challenging to take a class, collectively and individually, and help them to believe in themselves.

Every day I meet my class outside the building before school. As they line up to enter the building, we establish an attitude toward school for the day. I always try to meet them with a smile and enthusiasm, as if to say, "Aren't we glad we're here? It's going to be a good day!" After all, a day at school might be the best thing that's going to happen to a child in a 24-hour period.

I organize my room so that the children can assume a lot of responsibility and develop self-control. For example, I say, "If you want to go to the library and do research or check out a book, just pick up the wooden pass on the chalk rail by the door and go. I won't ever have to get into the picture unless you disturb another class on the way or cause trouble when you get to the library."

During the day, I allow for time to talk with my pupils—happy talk, sad talk, inconsequential talk—about things that matter to them.

At the end of the day, I try to send my pupils home happy, feeling that they have accomplished something and looking forward to tomorrow. I try to leave them with an expectation for a special activity.

Once a fellow teacher heard me holding out especially challenging work as frosting on the cake. "You can't have this until you have finished your other work. Getting this work is a privilege." She called me a con artist, but she meant it as a compliment, and I took it that way. I thought, "I *should* be a good salesperson. I have a good product and the greatest customers in the world."

Teachers can give plenty of praise, reinforce good behavior, and pass nice comments along to pupils. They can look for positive things about children. There *is* something nice about each child. With some, you just have to look a little harder to find it.

Teachers can talk to a class about what they must do if they are to work, play, and live together harmoniously for a year. We can expect much of children and believe in them.

Teachers need to be prepared every day. If they aren't, they deserve all their discipline problems. For the most part (Yes, I know about that *one* who is simply impossible!), children who are busy with interesting assignments will not get into trouble. While these children are busy, perhaps the teacher will have time to spend with that impossible one and find out what the problem is.

Teachers can share themselves with children. Yes, I'm a real human being. Yes, I have a family. Yes, I hurt just as you do. Yes, I *am* very happy today. Would you like to know why?

Once I read that a child thought teachers lived in the teachers' lounge and emerged each morning. Whose fault is this?

Teachers can tell personal stories to children. When I was a developmental reading teacher, this was one of my favorites:

One night when my daughter was learning to read, she and her dad were sitting on the couch. His arm was around her, and she was reading away.

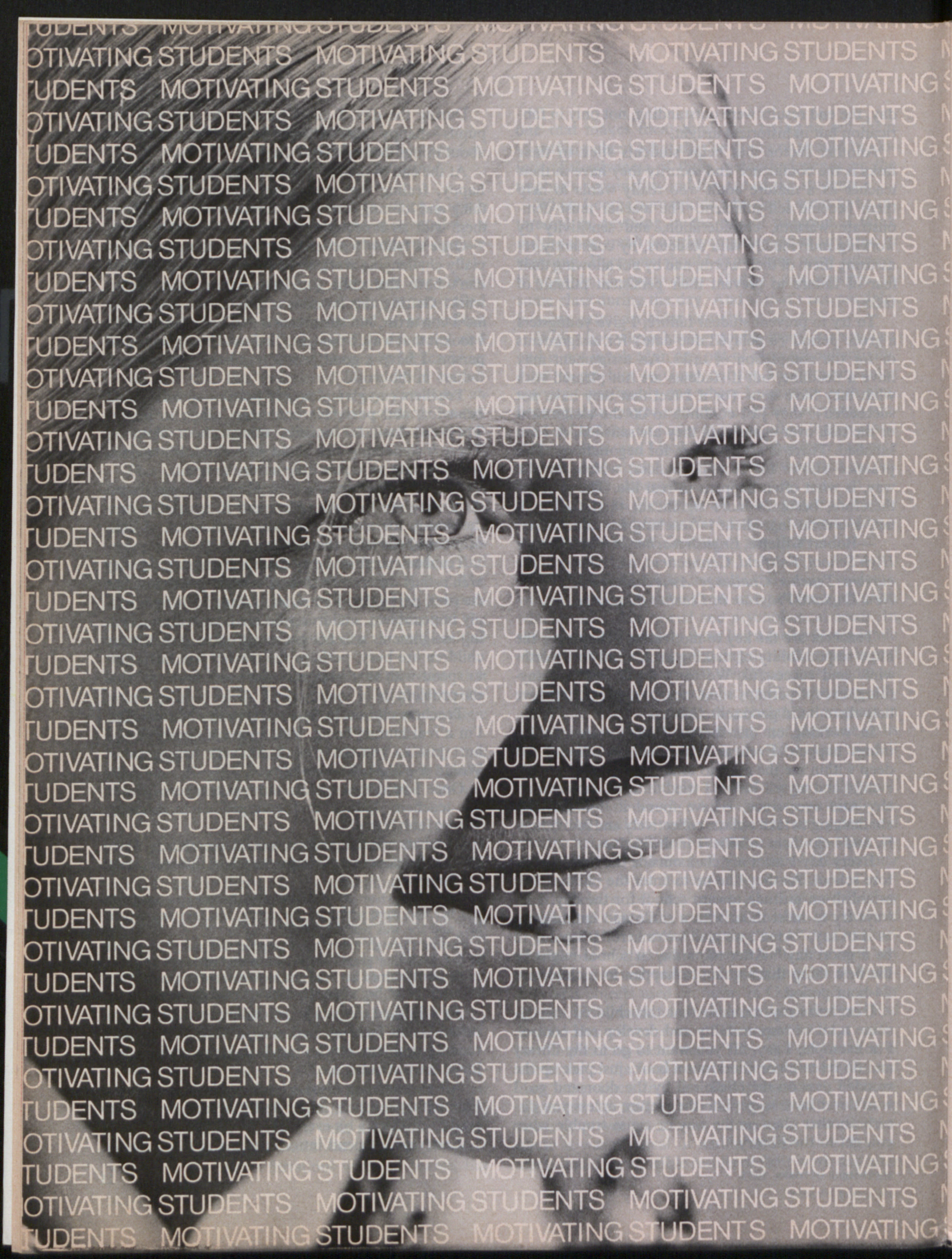
Passing through the room, I stopped and said, "Just listen to her. Isn't that great! Aren't you proud of her?"

He slowly turned his head and looked at me and said, "Why, I was proud of her when she couldn't read one word."

As I finished this story, my children would look relieved. Their faces seemed to say, "OK, so I've got a reading problem, but no big deal. I can be liked and loved for just being me."

All teachers can discuss books with their students. Elementary teachers might find it a good practice to read to children a bit every day.

Last year, a friend introduced me to *Hope for the*


MOTIVATING STUDENTS

Flowers by Trina Paulus (Paulist/Newman Press), a book that takes about 45 minutes to read to a class. The story of Stripe and Yellow is a spellbinder. Why be a fuzzy worm when potentially you are a beautiful butterfly? Children love this book. My copy is dirty and worn, because youngsters are constantly borrowing the "butterfly book."

Let me close with the apocryphal story of a teacher in an inner-city school. On her first day, she quickly picked up the materials in her box and hurried to her classroom. Around Christmastime, the principal thought he had better check on her, because he knew she had a "difficult" class. He entered a room filled with happy, busy children, and he watched in amazement. Finally, he whispered to her, "What's going on? Didn't you see their IQ scores?" She looked puzzled for a moment and then said, "Oh! I thought those were their locker numbers." She believed in her customers.

—**Jo Ellen Hartline,** *fourth grade teacher, Kenilworth School, Phoenix, Arizona.*

To motivate students, any teacher must first build a relationship of trust with them. My students happen to be slow learners, and they need to feel secure enough to let me know when they are having difficulty with the work. Getting to know them as people and trying to help them with some of their out-of-class problems is one way of making them feel comfortable and unthreatened.

These students need to find success in the classroom. Therefore, at the beginning of the year, I try to give assignments that are easy. However, since many of them have simply been given busywork in the past, I assign work that they not only can do but that has some meaning and purpose.

I try to give clear directions so that these students don't have the added problem of being confused and unsure of what is expected of them. Novelty arouses interest, but trying something for the first time with slow learners can make them uncomfortable and cause problems. I therefore prepare them well by spending one class period teaching them *how to do* a new activity. For example, I first teach them how to role play and then use this technique as a motivational device and to stimulate creativity and give them vicarious experiences.

Since these students seem more at ease working in small groups, I often divide the class up into groups and have them engage in different activities in one class period. I might give a group some high-interest material to read aloud or ask them to have a discussion to review material we have gone over previously. This makes them feel capable and builds up their self-image, which in turn motivates them.

With students who are extremely difficult to stimulate, I keep looking for reasons, for clues to what I need to do to spark their interest. Unfortunately, sometimes they have such tremendous out-of-class problems that they apparently cannot be reached. That's when I tell myself I still can have a positive effect on their lives by showing them I care about them and am concerned about their progress in school.

—**Mary Boergers,** *teacher of U.S. history, Rockville (Maryland) High School.*

There are prerequisites to motivating students. When I begin with a new group in my industrial arts classes, I want to get the idea across that I am open and accepting of them all, that I just plain enjoy working with kids, that I am there as a helper and not as a drill sergeant. (Unfortunately, in the minds of most young people, the teacher is a boss—not a co-worker.)

I set standards in the classroom. Students must be aware of what's expected of them. Generally, they feel more secure when they know where they stand. So I try to give them the sense that we are striving for a common goal and that we need to work together to reach that goal.

We have a schedule to follow. Students need to know what to do and when to do it. I plan well ahead, so they can proceed in an orderly fashion.

As we go along, I am genuinely interested in what students are doing and in how well they are doing it. They can sense this interest, and in turn they become more interested and motivated themselves. (With talented students, I need merely to suggest areas of new or further endeavor.)

One of the main reasons I get such a kick out of teaching industrial arts is its obvious relevance. Students who enter my woodworking classes are premotivated. Working with wood is something they really enjoy and want to do. Further, they know that very soon, in the outside world, they will actually be using the skills and information they learn in class. Some of their other courses seem less relevant to them, but I have a good opportunity in my shop classes to give relevance to these subjects.

For example, students with reading difficulties fail the tool or safety tests, which must be read. When I help a poor reader make up one of these tests orally, I usually try to connect shop and English and give reading more relevance by saying, "Gee, I know you really like shop, but you sure goofed on this test. You'd have done much better if you were a better reader. From now on, be sure to work as hard in your English class as you do in shop."

Teamwork almost always motivates students— especially when they are trying something new. In my woodshops, we do a lot of laminating, a process that looks discouragingly complicated. However, I show examples of laminated projects, explain how to plan

a lamination, and discuss construction. As my shop students plan their own laminations, they really work together. It's nice to have company when you're approaching a new frontier.

A teacher must be supportive and ready to cushion failure as students attempt new things. Early last year, a youngster was chiseling out a laminated wooden dish and chiseled right through the bottom. After the original disaster, he split it apart twice again. No need for me to leap on him and explode. He was quite aware of his mistakes; the pieces were right there in front of him. I merely helped him put the dish together again and gave some calm instructions on how to prevent further calamities. He finally completed the project successfully. Talk about persistence!

Students are not so much afraid of failure as they are of the consequences of failure. With my slower students, therefore, I break down each task to its minutest parts. These students are more likely to try if they can tackle and succeed with small, palatable chunks instead of having a large, overwhelming set of operations shoved down their throats. For them, I provide help, more help, encouragement, and then some extra help. I don't care if I have to explain, reexplain, and overexplain a certain operation or task. That's my job! If a student is really trying, then the least I can do is to try, too.

—**Larry Horak,** *industrial arts and mathematics teacher, Pioneer Junior High School, Upland, California, and former teacher of junior high English.*

Teaching with enthusiasm is the most effective way I have found to motivate a class, be it bright or slow. I would add, "Keep your frustrations hidden."

I try to surprise my journalism students, if not every day, at least frequently. I bring in unusual illustrations or odd bits of information that are pertinent to the day's lesson. And I always seek to avoid making the classwork a mere rehash of the textbook assignment.

Each day I try to provide opportunities for laughter. If an amusing example or illustration makes the same point as a serious one, I will invariably choose the amusing one. I have accumulated cartoons that bear upon almost every aspect of journalism, so there can be a different one on the bulletin board almost daily. Many of my students head for the board as soon as they come into the room; so it's evident they enjoy the cartoons.

To vary class routine, I sometimes use the overhead projector; sometimes, filmstrips; sometimes, videotapes made by previous classes. Occasionally, we break up into small groups or students work individually and I move from one to another to make suggestions or comments. Once in a while we invite guests to class who are active in various areas of journalism.

Because students prefer assignments that relate not merely to the textbook but to the here and now of their lives, I always explain the reason for a specific assignment. Certain facts and/or processes have to be learned, even memorized: copyreading and proofreading symbols, style rules, the techniques of counting headlines, etc. I stress the use to which these skills will be put and see to it that students use them as quickly as possible.

To motivate class interest in writing assignments, I personalize them. To cite an obvious example, when we get into interviewing, the students select the persons they will interview, prepare appropriate questions, and make their own appointments. Finally, in writing up their interviews, they decide what information and which direct quotes to use in their stories.

Those who work on the school newspaper are daily investigating and writing about activities in which they and their peers are involved. The nature of the work forces them to ask questions other students don't ask, are afraid to ask, or don't know whom to ask. In editorial writing, following, of course, the guidelines in the text, students choose their own topics, decide on their point of view, and present their arguments.

For those who need to stretch their intellectual muscles, I seek to take advantage of special projects. In Omaha, there are frequent opportunities for students to appear on television and radio, on both school stations and commercial stations. One example: The program director of a local radio station called upon me for a 30-minute question-and-answer program on some topic of current teenage appeal, a program to be aired in prime time. I asked four very able students if they would like to take on the project.

The students discussed the project and came up with the idea of doing a program on girls' athletics, since competitive sports for girls was a new thing in Omaha at the time. When the station approved the plan, the students lined up three panelists to answer questions on the program—the supervisor of physical education for the school system and two coaches of girls' sports, one from our school and one from another high school. The students prepared a list of 25 possible questions, which they gave to the interviewees and the program director at the radio station, and then they recruited four student volunteers to answer the phones at the station and select and edit questions for the panel to answer.

To my delight and that of the station manager, the program clicked. It drew more phone calls than any previous student-handled program, and the panelists proved articulate and eager to answer questions. And, because the teenagers did it all on their own, the program taught them a great deal.

To minimize the fear of failure, I try to sell the idea that we all make mistakes and that it is healthy to laugh at mistakes. If we are working on something

that most students find difficult at first, such as writing headlines, I will ask, "Who is brave enough to put a headline on the board?"

With the student who is sensitive to criticism, I make it a point after class to say that I was proud of the way he or she accepted criticism from the others.

In working with slow learners, I look for simple projects that can be completed in a short time—and I give these students a lot of praise. Above all, I avoid saying, "Here is a simple problem you can do." Instead, I say, "This is a hard one. Why don't you try it? If you get stuck, we'll help you."

Never do I use grades or the threat of failure as motivation. Never do I state or imply that I don't expect much of a student. I save face for those who do an assignment incorrectly by saying, "I must not have explained that very well."

Certainly there are times when I fail to motivate my students, but I accept that as one of *my* limitations. When I let myself feel frustrated, I can't do a good job. If the atmosphere in my room is a happy one—which seems to me the single most important factor—then it's always possible that in time even the most apathetic students will catch enthusiasm from their classmates.

—**Gunnar Horn,** *head, English Department, Benson High School, Omaha; 1975 Nebraska Teacher of the Year.*

We classroom teachers need to get kids to want to work and not to give up easily when the work gets tough. When a pupil isn't achieving and doesn't have the urge to do so, it is a sad thing. In my first grade classroom, I try not to give up on any child.

This past year one of my pupils, Susan, said "No" when I invited her to read in the reading group. I couldn't budge her. She was the most fearful child I have encountered in a long time, but with encouragement she did make progress.

When she started to trust me a little, my challenge was to get her to teach herself to read well enough so that I wouldn't have to retain her. She was such a quiet child that it would have been easy to overlook her. Many such children pass through school without getting much attention. They seem to grow more and more docile and quiet as they pass from grade to grade. After all, teachers usually grease the squeaky wheel, namely the loudmouthed child or the one with overanxious parents who bear down.

In thinking about what to do for this nonreader, I kept telling myself, Don't give up on her. Breathe some willingness to work into her. Help her succeed. Get her to achieve. But how?

Then I thought about the high school coach, who inspires the team to get out on the field or court and give it all they've got and even a few things they didn't know they had. Classroom teachers need to make the same effort to get the kids going.

I have great faith in group learning. Children inspire and teach each other. An idea comes to someone, and then someone else gets another idea, and soon there is excitement in the air. The group is working and learning and teaching as they exchange ideas.

Another device I use is to have the children bring toys from home and tell the class about them. Then after they have talked about their truck, doll, or airplane, they go back to their seats, get out their "news" book, and write about their toys. This practice is simple, and yet it has real meaning. When the children read back what they have just written, comprehension is high.

When I first introduce this activity, each child dictates a sentence and watches as I write it down on a slate. The child then takes the slate back to his or her seat and copies the sentence. (This beats writing the sentence on the chalkboard because it avoids the difficulty of focusing back and forth.) As the children see me writing down what they say, they comprehend that writing is just written-down talk.

When Susan finally decided to bring something from home to share and then brought me a slate to have me write her first sentence, she had caught the "doing" habit from her classmates. She felt good because she found she could write and read like the others.

To keep Susan going, I wrote brief sentences about her on a stapled-together little booklet. Eventually she had enough confidence in herself to try reading in a preprimer. When she found she could do it, she smiled.

I thought to myself, Heaven is right here. And so did she. That was when I felt that she was going to make it. And more important, she thought so too.

—**Grace Muente,** *first grade teacher, Mt. Baker School, Bellingham, Washington.*

If our educational enterprise has failed us, if it's in disarray, it is because we have asked it to perform a miracle. I don't expect the schools to perform any miracles, but I do hope that teachers in this time of trouble for our nation will show an extra measure of compassion for those American youngsters who are most deeply in need of education.

What kind of youngsters am I talking about? I'm talking about the kind of youngster I was, that fall day in 1942, when I left my little hometown, McMinnville, Tennessee, and went down to Tennessee State College in Nashville. A youngster from a poor family in which nobody ever before had gone to college, let alone graduated from college, a youngster who walked down to that campus a little awed by the city slickers from big Pearl High School in Nashville, because I'd come from a tiny school, a school so small that if two people were in our library, one had to step outside so the other one could turn a page. →

I got down to Tennessee State and, lo and behold, the first thing I discovered was that I'd been assigned to an art class. Art? They never heard of art in Bernard High School. I could scarcely draw a box, let alone an apple, and my fears about succeeding in the class multiplied when the teacher, Miss Frances Thompson, said on the first day, "I want each of you to write down on a piece of paper the grade you expect to get in my class." Well, I summoned up all my courage and wrote down a huge C. After scanning the papers, she looked up and said, "Would Carl Rowan from McMinnville, Tennessee, raise his hand?" I stuck mine up. She asked, "Would you stay after class?"

Oh boy! I stayed. She opened our conversation: "Young man, would it surprise you if I told you that I know every grade you got in high school?" I said, "No, Ma'am." She continued, "Would it surprise you if I said you never got a C in your life?" I replied, "No, Ma'am." She went on, "Then why in the devil are you expecting to get a C in my class?"

I just sat there, looking at her, and she said, "I want to read you something." Then she opened the drawer, pulled out a little piece of paper, and read me some words written about the year I was born, by a man named Daniel Burnham: "Make no little plans. They have no power to stir men's blood and probably in themselves will not be realized. Make big plans and perhaps down through the ages they can be a living, breathing thing." Then she handed me another piece of paper, and I thought, "Well, if she wants me to be ridiculous, I'll be ridiculous." And I put a huge A on that paper.

I guarantee you that no teacher in history ever worked harder to earn her pupil an A than did Miss Frances Thompson.

That woman made a tremendous difference in instilling in a green country kid a little bit of the confidence, a little bit of the belief, a little bit of the hope that is so essential for so many millions of youngsters. Now, I'm not so naive as to think that there are not thousands of Frances Thompsons around the nation, but I am also not naive enough to think that there are enough of them.

Millions of people around this nation these days are saying, "What this country needs is hope. We've got to believe in ourselves." Well, if we can't believe in the millions of youngsters who trudge into thousands of public schools each day, how can we believe in the nation's future? Hell, these youngsters *are* the nation's future, and when I say "these youngsters," I'm not just alluding to well-behaved and affluent youngsters. I'm also thinking of those who straggle to school hungry, those who live in poverty and squalor in this society. When I say that "we've got to believe," I mean teachers must be Frances Thompsons to children who speak very little English and even bad Spanish and to youngsters who speak a special language of the ghetto.

—Carl Rowan, *syndicated columnist and TV commentator, from a speech to the American Association of School Administrators in February 1975.*

Teachers encounter special problems in attempting to motivate the child for whom English is not the first language. For example, many teachers change the names of children of Hispanic descent because they are too lazy to learn to pronounce them. Our names have a special magic for us. Should teachers expect to motivate a child whose name they can't even pronounce? When teachers don't try to learn to say a child's name correctly or they change it, they are telling the child that the name his or her parents chose is not good enough for the school.

Teachers are also saying that the Hispanic culture has no value for the school when they fail to teach about it. Some teachers try to present something of our culture by making tortillas and having piñatas. But the people who gave the world Cervantes, Goya, Tamayo, and Lope de Vega are not flattered when given credit for el taco and the rodeo.

In order to motivate bilingual children, teachers should demand in-service education in the culture and language of the children. Students will be motivated to learn when they find out that their teacher is also learning and also makes mistakes and tries to learn from those mistakes. Mutual respect is necessary.

—María Gutiérrez Spencer, *Bilingual, Bicultural Teacher-Training Center, New Mexico Bilingual Network, Deming, New Mexico, Public Schools.*

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Opening Remarks

By **STEVE BRODY**

English Teacher, Eastchester (New York) Senior High School.

"Good morning, boys and girls. Welcome to Room 209 and English IV. My name is Raymond Kurowski. Some of you may have had the pleasure . . . heh, heh . . . of making my acquaintance previously in my various capacities as faculty adviser for the Debating Society and as member of the Cheerleading Selection Committee. However, for those who are entering my purlieu for the first time and who wish to engrave my name indelibly into their memory . . . heh, heh . . . I shall print it on the blackboard.

"And what is this I behold before me? A portrait, no less. I see that my presence here has been anticipated by an embryonic Picasso who works in chalk. A startling likeness, I must confess, though the ears appear a bit outsized and the nose unduly aquiline.

"I'll print my name on this line alongside my pic . . . what's that? Do I hear correctly? It is not a line? It is a tail? Hmmm, I fear that artistic license is in danger of being revoked.

"Be that as it may, since you will be under my tutelage for the coming year, perhaps you would like to know my credentials. I matriculated at Evander Childs High School in the Bronx, class of '62. I was co-captain of the chess team which, incidentally, placed third in the borough finals that year, and I placed fifth in a citywide writing competition.

"I won a scholarship to Columbia University, where I obtained my B.S. degree in . . . I beg your pardon? If I heard correctly, I won't even dignify that last remark with a reply. Anyway, I received my M.A. degree at Teachers College and am currently working on my doctorate in Classical Literature.

"My hobbies are collecting butterflies and writing poetry. I have had some of my poetry published in various magazines, such as these which I have brought along for your benefit, *Bardic Echoes, Creative Review,* and *Modern Haiku.* Would any of you care to read my poetry?

"Ah, I see a young lady with her hand up. You wish to read my work? No? I see, you want to know how much I get for having a poem published. For myself, the writing of poetry is a labor of love, and the joy of creation transcends any material rewards. How much exactly have I received for the poems in these magazines? Well, quite frankly, nothing. However, the satisfaction of sharing my creative efforts with others is sufficient reward.

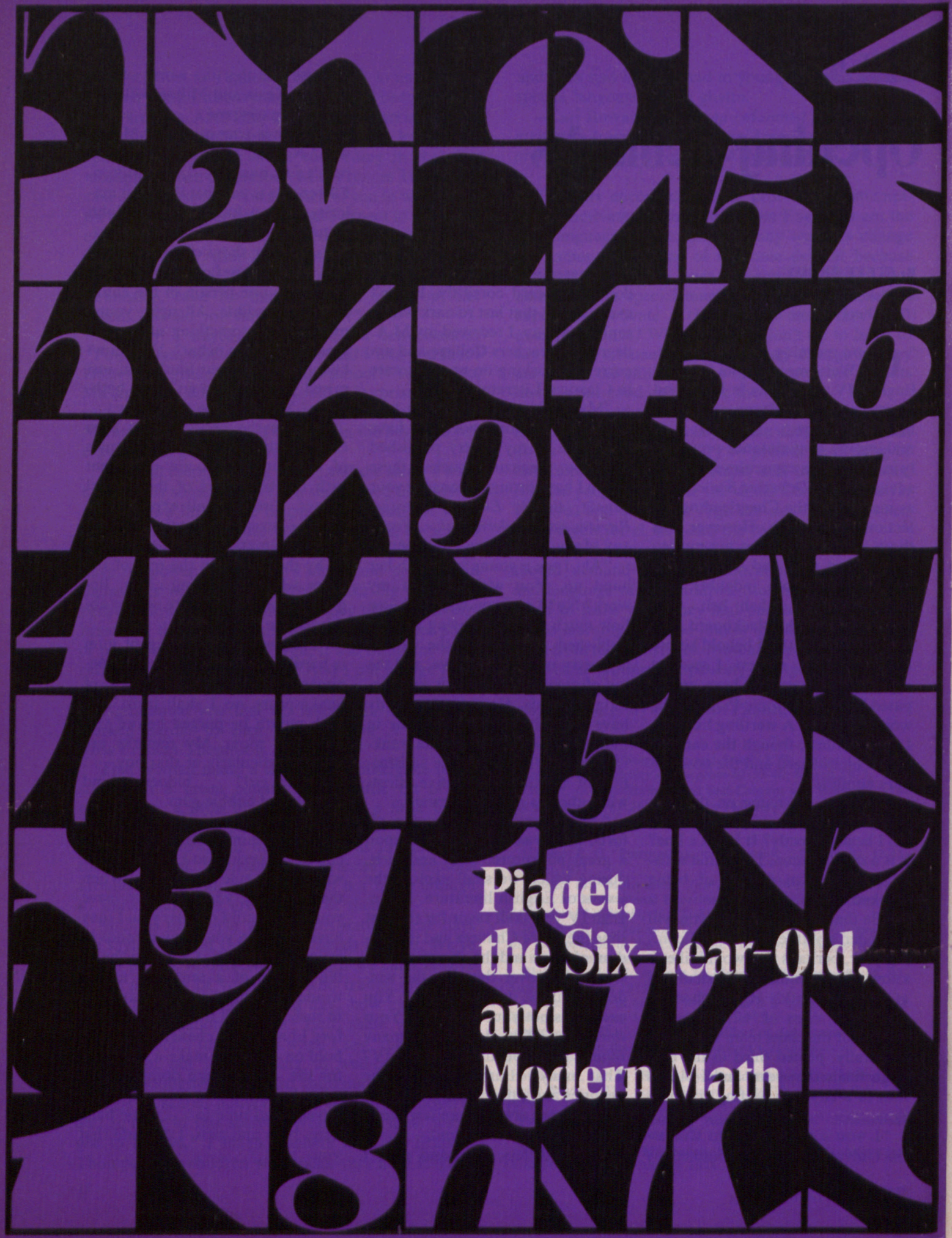
"And speaking of creative efforts, we are about to embark upon a great adventure, boys and girls, during which we shall explore the jewels of English literature. In English IV you shall savor for the first time the wit of Chaucer and the wisdom of Pope and the charm of . . . I see a hand over there by the window. What is it, young man? You say this is not your first time? Your *third* time? Oh, dear. How many others are repeating English IV? That many? Hmmm. Perhaps the beauties and nuances of great literature do not always manifest themselves the first time round.

"Nevertheless, boys and girls, I promise you that the words of Byron and Keats and Milton will leap from the pages and . . . yes, young man, what is *your* question? Milton who? No, no, Milton is the gentleman's *last* name . . . *John* Milton. I'll venture to say that the great majority of you have heard of John Milton, the writer of *Paradise Lost.* Let's have a show of hands. How many of you are familiar with Milton? Only one person in the entire room? Incredible. All right, young man, tell us something about this great . . . You what? You don't know a thing about him? You just raised your hand to go to the bathroom? Yes, yes, you may leave.

"Before the period draws to a close, I wish to impart a few rules of decorum which are consistent with the high level of the subject matter. First, I shall expect from you the strictest attention. I note that my remarks are going unheeded by those boys in the rear of the room who are playing cards. Beginning tomorrow, there will be absolutely no cardplaying.

"Likewise, the chewing of gum is hardly an appropriate accompaniment to the lilting iambics of Shakespeare, so I shall insist that each mouth be purged before you enter the room. My remarks are aimed particularly at that boy . . . or is it a girl? . . . hidden behind that blob of bubble gum.

"I note by the clock that there is less than a minute remaining to the end of the period, so I shall be brief with my last rule of decorum. When the bell rings, you are not to leave your seats until I dismiss you. I may have to detain you a few seconds to assign homework. Or I may be in the middle of a sentence, and it would be highly discourteous of you to rush pell-mell from the room before I have had a chance to . . . now hold on . . . don't make a stampede for the . . . you are doing exactly what I warned you *not* to do . . . I haven't had time to . . . come back here, boys and girls, I demand that you. . . ." □



Piaget, the Six-Year-Old, and Modern Math

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"When I was a child I spoke like a child, I thought like a child, I reasoned like a child." (St. Paul, First Century, A.D.)

As St. Paul said so long ago and as Piaget has been telling us for 50 years, the thinking (cognition) of children is different from that of adults. Often we adults feel that since we can think things out that children can too if they just pay attention and try or if we just drill enough and repeat enough the concepts we want them to understand. However, if we are to take seriously the theories Piaget has advanced, we must revise our attitudes and the demands we make of children.

Piaget is called a developmental psychologist because he believes that cognition develops in a set pattern and at a somewhat standard rate for all people. He believes that each person must go through each stage of cognition, that no stage can be omitted. Cultural background and intellectual ability may cause variations in the length of stages, but the cognitive development follows patterns with all children, as do teething and walking.

Piaget has described four main stages through which children develop in their thinking:

Stage one is called the sensorimotor period and refers to the way babies learn about their world through their senses and their motor responses to what they sense. It lasts from birth to about age two.

The second stage, which lasts from about ages two to seven, is known as the preoperational stage of concrete operations.

The third, called the concrete operational stage, lasts from approximately ages seven to 11. It is characterized by the ability to deal with two relationships or properties at the same time.

After age 11, most children arrive at the fourth stage, known as formal operational thought. They are then capable of abstract thinking (thoughts about thoughts) and no longer have a great need for the handling and manipulation of concrete materials.

As a first grade teacher, I will concentrate in this article on children in the second stage.

The thinking of stage-two children has many characteristics which make them interesting and delightful. It is really because their thinking is so different from ours that we find them so charming and cute.

Following is a discussion of some characteristics of the thinking of the preoperational child which Piaget has described.

Animism means that the child gives human characteristics to inanimate objects. Often dolls or teddy bears take on very human qualities. Children's books such as *Winnie-the-Pooh* are based on this delightful characteristic of childhood. The difference between children's thinking and adults' is that even if adults enjoy the story they know and accept the reality of what a teddy bear can do—children really do not.

A perfect example of this happened when I read *Ben and Me* to a group of first graders. It is a book more suited to children a few years older, but since a child had brought the book to me, I attempted to read it with a brief explanation that the story is told by a mouse who lived in Ben Franklin's house and helped Ben with his inventions. One little boy asked, "Did the mouse really write the story?" I explained that Robert Lawson had written the book but had written it *as if* the mouse were telling it.

My little friend again asked, "But did the mouse really do it?" He simply could not think about the mouse in two ways at the same time. The child would have been perfectly well satisfied with a "yes" answer—that the mouse had told the story—but my answer had been quite beyond his understanding at that time.

This inability to see something from two viewpoints at the same time is also the reason young children don't understand any but the most obvious kinds of jokes. At about age seven, the light suddenly dawns and they "get the joke." It is at this stage that they go around telling jokes to everyone and get such a kick out of them. They have discovered the secret of what's funny.

Billy at about age seven told this joke—"What do you do if you break your toe?" When no one knew the answer, he said, "Call a tow truck." Everyone laughed. Later, his little sister (age four) told the same story except that she said, "What do you do if you break a toe?" Her answer was, "Call a truck."

Her preoperational way of thinking had made her miss the point. It seems that a good test of child

development could be made by telling jokes to children and evaluating their responses.

Centering is another characteristic of preoperational thought which emphasizes the child's inability to consider more than one aspect of a situation at a time. An experiment which shows this can be done with two containers, one a short, wide jar, and the other a tall, thin one. If a child takes an even number of beads, puts one bead into each jar, and continues until all the beads are gone, there should be an equal number in each jar. The preoperational child will center on one characteristic, perhaps the height of the beads in the containers and insist that there are more in the tall, thin jar than in the short, wide one. Because the children in stage two do not yet have the concept of equality and the conservation of quantity, their sensory perception (what they see) fools them.

Still another characteristic is *egocentrism*, which refers to the child's inability to take another person's point of view. This quality of egocentrism undoubtedly accounts for the sibling rivalry we have all seen, and the young child's inability to enjoy competitive games. Egocentrism makes it impossible for children to share their parents willingly or to lose a game without tears.

In the nursery school, children play side by side, talking, each in a monologue, paying little attention to the others. This kind of play in the company of other children but not really together is sometimes called *parallel play*. The talking is called the *collective monologue*—each talking in the presence of the others but not really communicating. This type of play and speech is typical of the egocentric preoperational child.

Most of us are aware of how young children confuse time, ages, and relationships. When they see the teacher's husband, they say, "Your Daddy is here." When her daughters visit, they say, "Your sisters are here."

Last year I listened while a group of second graders discussed the ages of the five adults in their room. They decided the 6′2″ young man of 25 was the oldest and the 5′10″ young lady of 21 next oldest. Apparently they centered on height as their criterion for determining age. They completely ignored the gray hair, glasses, and mature but short figure of the middle-aged teacher who was also there.

Since children grow taller as they grow older, they naturally associate tallness with being older. Their preoccupation with their own growth is probably what leads them to the wrong conclusion.

Their centering on one characteristic at a time is evident. Although second graders are at an age when most of them can consider two characteristics at the same time, they do not always do so.

First graders, six years of age, look like their younger siblings, and their thinking is more like that of younger children than of those older than they. When we see true believers in Santa Claus or the Tooth Fairy, we know what a different view of life they have from ours. Adults see Santa's makeup, his false beard, and the padded red suit, but the child is completely awed and thrilled at seeing Santa himself.

On Halloween, six-year-olds in their costumes are absolutely convinced that people don't recognize them. They are sure they look like pirates, witches, or whatever.

One Halloween two very little boys wearing bunny masks visited their neighbors. One neighbor said, "Why look at these two little rabbits! Put away the candy and let's get some carrots." The older boy, who was about three and a half, quickly told everyone, "We're not really bunnies. We're the boys from next door."

The six-year-olds may not be as naive as those little ones were, but they are easily swayed by appearances and are often not ready for the reasoning expected of them.

Having given some idea of what the child in Piaget's preoperational stage of development is like, I should like to relate all of this to the first graders in our schools, since by reason of age alone most of them are preoperational in their thinking.

It is my belief that many of the things included in first grade programs, particularly in mathematics, are completely unsuited to children of this age. We teachers are trying to help six-year-olds build concepts for which they are not ready.

Among the concepts that first graders find most difficult is the *associative property of number*, known as *regrouping* in first grade. Most children simply cannot follow the reasoning that goes with this example:

$9 + 4 =$
$9 + (1 + 3) =$
$(9 + 1) + 3 =$
$10 + 3 = 13$

The idea behind this regrouping is that since it is easier to add a number to 10 than to some other number, we should regroup to make our work easier. It is logical from our adult viewpoint to do this, but first grade children do not yet have the maturity of thought necessary for them to regroup on their own. When we demonstrate, using counters for 9 and 4 and regroup them by moving them to make 10 and 3, they can almost follow our thinking, but I believe that there is very little carry-over to their thinking. The whole concept remains meaningless (perhaps through second grade too) for most children.

Most of the math programs for first graders do not include the associative property concept until near the end of their first grade programs. And even then, only a few of the really bright children get something out of it, so, on the whole, it seems to me unsuited to first grade.

I find that children often under-

stand things on a concrete level but have trouble with the written expression of the same idea. This is especially true with the chevron symbols for "greater than" or "less than." If we show them a counting frame (abacus), they can see that 23 is more than 18 or less than 32. But when it comes to writing or reading the number sentences, they have trouble.

Eventually they get so they can make the chevron point to the smaller number, but then they can't read it without help. They can't remember which way the chevron points when they say "less than" or when they say "more than." It is really a complicated process, and I question its value in first grade.

Frances L. Ilg and Louise Bates Ames tell us in their book, *School Readiness,* that oblique lines are the most difficult ones for children to make. Most children before age seven cannot make the diamond (◊) because of its oblique lines, and yet our math programs ask children to make the arrows (<) for less than and (>) for more than.

Another place that I feel we move too far in first grade is in teaching measurements such as cups, pints, and quarts. It is fine for children to use containers, to play with them, and to hear the measurement vocabulary, but we shouldn't expect them to understand concepts such as four cups to the quart.

On one of the standardized tests we give, I have found that almost all of the six-year-olds are sure they can fill six cups from a quart. When we ask how many cups can be filled from a quart, they always mark *all* of the six cups shown, and I suspect if there were more, they would still mark all of them. Yet so many of our math programs make an attempt to present this concept of changing quarts to pints and cups and so on to these six-year-olds, who, Piaget tells us, *cannot* reverse their thinking; i.e., they cannot see in their minds that four full cups can be transformed into exactly one quart and vice-versa.

I have found it frustrating trying to get these younger first graders to "know" their number facts cold. We give them much experience in counting, using number lines and folding perception cards (they look like large dominoes). After constant repetition of certain facts such as $3 + 2 = 5$ or $5 - 3 = 2$, I find that many children still must count each time they meet these facts in their work.

Newell C. Kephart, in his book, *Learning Disability: An Educational Adventure,* says, "Drill may be important . . ., but it will become important only after the concept has been developed, not before." Applying this principle to all first graders, perhaps we should expect less of our first graders.

It is startling to see young first graders always start over from one when combining addends even though they have just counted out blocks for each addend. For example, when they meet the number sentence $5 + 3 = \square$, they count out five blocks and then three more. When they are told to put them together, they cannot start from five and then count six, seven, eight. Instead, they count all the way from "one" again, indicating they are not conserving quantity.

One of the tests used to see if children do conserve quantity shows five blocks in an extended row and five in a short row in this fashion.

□ □ □ □ □ □□□□□

Preoperational children will insist the extended row has more blocks. They think the long row has more blocks than the small group even after counting each and finding five in each. If five blocks in a long row are more than five in a small group, then what does *five* mean to these children? Are they ready to work with numbers with any real insight?

Of all the concepts presented in first grade math programs, I believe that the missing addend is the one which children find most difficult.

For example, I gave Paul, a child almost seven years old who had completed first grade in a school where an attempt is made to teach this concept, a sheet of arithmetic equations of the type used in his mathematics program. Some were very easy and some were more difficult because of what we usually call their abstract quality.

Paul had counters (small blocks) to use. I had given him 10, since no sum was greater than 10. When he met the equation $4 + \square = 9$, he started counting, decided he didn't have enough blocks, and had to get more. After he answered with 13, I asked him to read the equation. As he read $4 + [13] = 9$, he immediately realized it did not make sense. He was quite surprised, and when we reread it as 4 + [how many] = 9, he got the right answer.

In each case when he made an error, he was able to see the answer did not make sense when I asked him to read the equation aloud. From experience with younger first graders, I would say that, unlike Paul, almost none of them can see the absurdity of their answers.

The characteristics of preoperative children, which I feel interfere with their dealing with equations, are *centering, transductive reasoning,* and *irreversibility.*

Most six-year-olds can learn to count objects accurately. They can count to 100 by ones, twos, fives, and tens with some understanding and can add and subtract vertically:

$$\begin{array}{rr} 3 & 5 \\ +2 & -3 \\ \hline 5 & 2 \end{array}$$

They can do equations such as $3 + 2 = \square$ and $5 - 3 = \square$, but almost all have great difficulty understanding equations where the unknown is in a different position as in the following:

$3 + \square = 5$ (Here they answer 8.)

$\square + 2 = 5$ (Their answer is 7.)

$3 = \square - 2$ (They answer 1.) →

By checking the *wrong* answers (à la Piaget), we can see they are centering on the sign (the + or −) and operating on the numbers without trying to give meaning to the number sentence. I have always called it a reading problem—one of comprehension—and not a math problem. Since studying Piaget, I feel that preoperational children can't understand these so-called abstract equations because they don't yet have the concrete operations of thought necessary to deal with them.

Another characteristic which may prevent six-year-olds from dealing logically with equations is an inability to see things as a whole (*transductive reasoning*). Perhaps they focus on each element of the equation separately and cannot put them together into a coherent thought. Since the elements of the equation remain separate in their thinking, the whole number sentence (a first grade term for equations) remains meaningless. This is also probably the reason six-year-olds cannot understand the associative property of number. They just don't connect the several steps in the regrouping process.

Irreversibility means that if six-year-olds see something one way, they cannot automatically see the reverse, which indicates to me that to six-year-olds it does not follow that since $6 + 1 = 7$, then necessarily $7 - 1 = 6$. Our textbooks usually present subtraction in this fashion. Perhaps, in spite of our best efforts, preoperational children do not understand the reversibility of addition and subtraction but deal with each equation or algorism separately.

Does irreversibility enter into the difficulty six-year-olds have with the equation $4 + \square = 6$? Maybe it does, since they don't understand that they must think "how many more" (an additive approach to subtraction) when the sign (+) tells them to put numbers together.

It has occurred to me that perhaps six-year-olds work on the equations they get right with the same lack of understanding they do on the ones they get wrong. They center in the same fashion on the sign (+ or −) and fortuitously get the right answer. Teachers may thus assume they understand the equation when really they do not. This was brought to my attention when I noticed that in subtraction, although the unknown may be in the more abstract position, they get the answer right. For example:

$8 - 7 = \square$ (ordinary position of the unknown)

$8 - \square = 7$ (more abstract position of the unknown)

Here the sign tells them to subtract, and they get the right answer. Is it with understanding or just luck? In the equation $\square - 1 = 7$, the minus sign does not help them, and they usually answer "6."

Some say that the missing addend is included in math programs to teach children that "+" does not always mean they should add. While this may be the eventual aim, it seems to me that it is useless to present an idea to children who are unable to understand it because their method of thinking is not yet sufficiently developed.

Some experts in the field of mathematics say that subtraction must be taught as the reverse of addition. Here, again, this is what we hope children will eventually understand when they have had enough experience with the processes of addition and subtraction and have matured sufficiently, but I doubt they can learn it that way in first grade.

The "spiral curriculum," so popular with textbook companies, is built on the premise that we introduce a concept early and then repeat it again and again every six weeks or so, each time building on past experience until eventually the children "get it." Maybe instead of building a concept slowly, we are really introducing children to failure because they are not yet mature enough to learn it. The spiral curriculum for many children may mean failure today, failure six weeks later, failure 12 weeks later, and so on with eventual success at 30 weeks or even in second grade.

Do children need this continual practice and failure? Would they have been more successful and therefore happier if we had waited to introduce these concepts?

At this time, the trend in teaching math is somewhat away from the workbook-textbook approach and toward the mathematics center or workshop with all sorts of games and materials, such as balances, weights, shapes (flat and solid), and containers.

This kind of program seems ideal for first grade, but it is difficult to administer. If the program is too unstructured, some children may try too few things and learn too little. An individual program for each child leaves very little time for each if math time is limited to 30 or 40 minutes a day. A structure that meets minimum needs for most children and allows time for them to experiment and play with mathematical toys and ideas is probably best.

"New Math" came about because educators wanted to put more meaning into math programs. I agree that math with understanding is desirable. It is fun to teach math with Cuisenaire rods and other objects which add a dimension of reality to the abstraction that is number. It is fun to catch the "Aha!" expression when a child discovers a principle. But let's not put into the math program of six-year-olds concepts they are incapable of understanding.

We cannot return to childhood and reason again as children do. We can only do what Piaget has done—observe children and try to understand their thinking. Only then will we devise programs with which they can be comfortable. □

Neglect of Consumer Education
is shortchanging both students and the nation,

says **RALPH NADER,** *Consumer Advocate.*

Our students are being shortchanged during their years at school. We fail to motivate them and fail to provide instruction in real-life problems. We give them almost no strategies for dealing with the political economy as consumers and citizens.

Long ago, observers of our schools recognized that students are not exposed to issues and situations that cry for an informed response—specifically, the mix of business and government activities that shape people's well-being, individually and collectively. Presumably, the analytic skills that schools teach are supposed to have some purpose, some direction, some connection with human values. Yet all too often the teaching of these skills does not involve students' experiences outside of school; the result is the aridity we see in many classrooms.

However, when values and analytic skills are developed in the context of real-life problems, we can tap that remarkable reservoir of imagination and energy that young people possess.

These are commonly accepted insights into student motivation. What is required is institutional and individual courage within the schools to undertake educational experiences that prepare students for effective citizen and consumer roles—even if this involves their questioning and critically judging systems and practices of power.

Most schools have treated consumer education as a frill rather than as a true academic discipline. Yet nothing is more basic to the educational process or more meaningful to students' lives. The subject covers a group of skills, concepts, and understandings as essential to effective functioning in our society as either reading or math and with elements common to both of them. In addition, consumer education embodies a large variety of distinctly different skills, many of which are quite complex and require a discerning, critical mind.

Although they will spend a large part of their lives involved in consumer activities, during 12 years of schooling most students are taught very little that will help them deal effectively with the marketplace. They know nothing about the insurance or banking industries. They are not taught how to handle their own money or to protect their own health. And they don't know how to deal with their consumer rights: where to go to have their grievances resolved or how to get information. Worst of all, they don't even know what questions to ask.

Consumer education embraces what I consider the Fourth R—Responsibility. As long as this R is excluded from the curriculum, we are forcing students to live two lives—one in school and another out of school. In school, students learn about such things as the Industrial Revolution; out of school, they wonder whether they will face privation and disease because of environmental damage in the future.

In school, children are told to eat "the seven basic foods"; out of school, they wonder whether monosodium glutamate is a basic food and how it will affect their bodies. In school, students learn how to interpret literature; out of school, they wonder how to interpret advertisements.

We really can't blame young people for doubting the relevance of their schoolwork. As they watch the evening news, they are reminded of consumer rip-offs, contaminated foods, health and safety hazards, and environmental breakdowns. And yet, little in their studies speaks to them of these critical problems, and still less challenges their abilities to evaluate and help solve the dilemmas they face.

Especially during the last decade, people have increasingly perceived the need for consumer education. Public ignorance is extremely costly in terms of consumers' health and safety as well as their incomes. Consider, for example, the energy and food situation in recent months.

Therefore, it is important to begin early, when young people are flexible, imaginative, hopeful, and—most important—concerned. Aside from teaching skills that are basic to life, consumer education makes students' school hours interact with their out-of-school hours in a meaningful framework. It brings the world to the classroom and the classroom to the world.

Consumer education should be viewed as both defensive and offensive education. The defensive aspect teaches students to avoid the pitfalls, to analyze their own consumer behavior, and to deal effectively in their everyday consumer transactions. The offensive one enables them to regard themselves as responsible consumer citizens and to see the alternatives that are, or should be, open to them in the marketplace. →

I have come to realize that it's not enough to say, "We should have more consumer education in schools." I have tried saying so very frequently—but in vain. Teachers must have actual materials that deal specifically with the subject matter. Aided by such materials, they can help students acquire a wealth of facts and information and can encourage them to analyze, evaluate, and relate what they have learned to their own lives. They will begin to learn how to make intelligent, probing judgments, a technique they will carry with them into the future.

Motivation won't be a problem, because young people *are* interested. After all, they are already consumers. Thus, their everyday experiences are relevant for study—watching television, buying stereo equipment, going to a doctor or dentist, applying for after-school jobs. In the same way, newspapers, leases, advertisements, contracts, warranties, labels, and various types of packaging are all aspects of the consumer experience.

By sending students to the supermarket, the bank, the small claims court, or the local factory, teachers can begin to raise the level of their students' consumer consciousness. And the skills they develop in the process will sustain them for life.

One problem with consumer education is that many teachers feel unprepared to teach it. As one teacher said, "I don't know all the answers to these consumer issues. How can I be expected to teach consumer education?"

There are, in fact, a number of alternative choices for many of the consumer concerns that plague us. At the very least, teachers can make their students aware of these choices and encourage them to ask intelligent questions. This will be a valuable experience for both students and teachers, one in which they will learn and probe and grow together.

Some school systems treat consumerism as a separate course. Others integrate consumer topics into existing curriculums. The social studies teacher covers consumer law, energy issues, or housing concerns, while the English teacher explores language usage through advertisements, contracts, and the media. The science teacher develops a greater awareness of ecological problems, while the math teacher covers banking skills and unit pricing.

Whether the consumer course is separate or integrated, a number of basic objectives need to be considered:

- Students should learn how to distinguish between their own *needs* and *wants*. They should realize that their buying affects not only their own pocketbooks but the economy and the environment as well.
- Students should understand the internal influences (family income, life-style, goals, and values) and the external influences (advertising, other communications media, friends) that affect their consumer behavior.
- Students should learn how to manage their own finances and understand the various types of expenses for which they must budget.
- Students should be made aware of the alternatives open to them in the marketplace, such as cooperative buying. They should also realize that *not* buying is one important alternative.
- Students should know how to get information *before* they purchase goods and services; and they should learn to discriminate among the various sources of information available—salespeople, labels, advertisements, consumer magazines, trade associations, government agencies, consumer groups.
- Students should learn how to shop wisely, comparing prices, quality, services offered, and the environmental effects of their purchases.
- Students should become aware of the various avenues of consumer complaint redress and be able to evaluate their effectiveness.
- Students should gain an understanding of lobbying and other influences that ultimately contribute to the drafting and passage of laws.
- Students should have a general knowledge of our legal system and understand ways in which they can activate or improve the laws that affect individuals' rights.
- Students should have a chance to explore some of the controversies in the consumer field, to analyze these problems, and then to make their own decisions based on thoughtful research and critical inquiry. Such topics include additives in our food, the pros and cons of buying on credit, and the future course of energy consumption.

In addition to all this, consumer education should afford students opportunities to encounter the consumer situations of their daily lives in a new way. Once young people feel that their actions can make a difference and that someone will listen to them and respect what they have to say, I am convinced there will be a decline in the apathy pervading so many of our educational institutions today.

Melinda Blau, a colleague of mine, found substantiation for this belief while she was field-testing some consumer education materials that she and I have recently developed. For example, after the first day of working with a group of seventh grade students, Ms. Blau reported:

"It seemed as if each one of the students had some anecdote to contribute, some opinion to offer relating to the various topics—salespeople, advertisements, packaging, sales. It was obvious that I had touched upon topics of deep concern and wide experience outside of school. In fact, when the bell rang, indicating that the period was over, they groaned to express their disappointment."

Ms. Blau found that the subject

matter had built-in motivation and that the students were extremely enthusiastic about the idea of engaging in such activities as discussing budgeting with their families, canvassing local stores for various types of information, and contacting manufacturers, government agencies, consumer groups. In fact, by the end of the first week, the students had decided that they would publish a consumer newsletter to share what they had learned with their schoolmates, families, and others in the community.

Each youngster planned, executed, and reported on an individual project. One student did a price-comparison survey in three local supermarkets. Another visited drugstores to see whether prices of prescription drugs were posted. A third surveyed more than 50 people to elicit their attitudes about purchasing automobiles—for example, what factors influenced their buying—as well as their opinions about pollution-control devices. Another student compared two complete family dinners—one made "from scratch," the other made from convenience foods—and then drew conclusions concerning the benefits of each type of meal in terms of cost, convenience, nutrition, and environmental effects.

The students discovered, through their various surveys, that they understood the meaning of such terms as *generic drugs* and *confessions of judgment*, while more than 90 percent of the adults they polled did not!

At the end of the two-week pilot program, Ms. Blau got replies like the following when she asked the students to comment on their activities:

"What I like most was finding out and understanding things that could have some effect on my life."

"This kind of program makes you think about what you are buying and why. Now I know what to look for and think about when I shop."

Consumer education brings the world to the classroom and the classroom to the world.

"It changed me and made me a wiser consumer."

Ms. Blau's experiences with these children echo the many reports I get from teachers throughout the country who write to me about similar projects their students have undertaken. For instance, one group of students analyzed television commercials. They taped them, typed them up, evaluated them, and then wrote to the manufacturers for substantiation of claims and contacted the Federal Trade Commission as well. Other classes have set up consumer help groups within their school to aid their families and fellow students in dealing with consumer problems.

These types of experiences illuminate several important points with regard to consumer education:

Young people want their schoolwork to relate to their lives, and when it does, they snap to attention. They have a great capacity for comprehending complex concepts and are willing to experiment with new ideas and understandings. When given a chance to discuss and discover, to experience and act, they gain more confidence in their intellectual capacity and in their ability to effect change in our society.

Consumer education prepares students for effective citizenship. It can mean the difference between *aroused* citizens—such as those who complain about their $150-a-month electric bills—and *skilled* citizens who learn new strategies of consumer action and thus go beyond the stage of feeling angry but helpless.

As society provides new tools and institutions for consumers—improved legislation, buying cooperatives, consumer-complaint centers—the skilled citizen will not only be aware of the reforms but will help to make them work.

Our young people, armed with the skills and understandings essential to good citizenship, can improve the quality of their own lives and at the same time help establish a pattern of consumer self-determination and consumer justice vital to the well-being of our nation and world. □

Ralph Nader has developed, with Melinda E. Blau, a consumer education learning unit entitled *To Buy or Not To Buy* (1975). For information, write the publisher, Random House, at 400 Hahn Road, Westminster, MD 21157.

"Well, the head is okay, but I think the body is awful!"

The Power of the White House

The 1974 NEA Representative Assembly adopted a procedure for endorsement of a U.S. Presidential candidate in 1976. NEA-PAC, the individual member's independent political action committee, is working out details to comply with the RA action. Briefly, here's how the endorsement procedure will work:

The NEA-PAC Steering Committee will conduct interviews of Presidential candidates during the 1976 Presidential election year. The NEA president will serve as chief spokesperson.

NEA-PAC will have one week after the last major political party nominating convention in late summer of 1976 to approve an official ballot. Mail ballots will be sent to some 10,000 Representative Assembly delegates to the 1976 NEA convention within two weeks after the last major party nominating convention. The ballot will be mailed to delegates within one week after it is approved. NEA-PAC may also recommend a choice to delegates three days prior to the mailing of the official ballot.

The 1975 Representative Assembly approved an action to include "no endorsement" as an option on the ballot. If the ballot contains more than two options, a simple majority is required for endorsement. If, however, the ballot provides for only two choices, 58 percent is needed.

(See *NEA Reporter* for further information on the Presidential endorsement procedure.)

"The tyranny of the legislature [Congress] is really the danger most to be feared, and will continue so for many years to come,' Jefferson wrote Madison six weeks before Washington's first inauguration [in 1789]. 'The tyranny of the executive power [President] will come in its turn, but at a more distant period.'

"On the eve of the second centennial of independence, Jefferson's prophecy appeared on the verge of fulfillment," according to noted historian Arthur Schlesinger, Jr., author of *The Imperial Presidency*. Schlesinger's concern over the unprecedented concentration of power in the White House is shared by other eminent scholars.

While the Constitution enumerates the powers of Congress at length, the section on the Presidency is shorter and somewhat vague. This is what troubles White House watchers. The looseness of the constitutional grant of power to the President left room for strong nineteenth century Presidents (Jefferson, Jackson, Lincoln) to establish precedents which steadily enhanced Presidential power. Presidential power was further strengthened by laws, never repealed, which gave the executive special authorities in emergencies.

In the twentieth century, the growth of Presidential power became very rapid, spurred by a major economic depression and two world wars, until it posed a threat to the viability of Congress as a coequal branch of government.

The question of the extent of Presidential power has received public attention recently because of concern over the authority for U.S. involvement in Southeast Asia. Prior to 1973, many scholars believed that Congress' constitutional authority to declare war had been rendered meaningless by Presidential actions during the previous 10 years.

Recent years have seen increasingly frequent examples of Presidential moves which involved the country in armed conflicts without authorization of Congress. "Five times in the past 10 years," historian Henry Steele Commager told the Senate Foreign Relations Committee in 1971, "Presidents have mounted major military interventions in foreign nations without prior consultation with the Congress: the Bay of Pigs, the Invasion of the Dominican Republic, the attacks on North Vietnam, Cambodia, and Laos."

Until it became clear that the war in Vietnam would not be easily or quickly won, most members of Congress were of the view that modern diplomatic and military conditions required that the President have the free exercise of his powers to conduct foreign policy and defend the nation. Finally, in late 1973, Congress cleared a measure that set a 60-day limit on the President's power to wage undeclared war. The resolution was enacted into law over President Nixon's veto.

The emphasis given to defense spending by Presidents in recent years has relegated human resource needs, including those for education, to the back burner on the list of the nation's priorities.

The Constitution provides the

President with certain powers dealing with Congress. It authorizes him to submit a legislative program and permits him to convene special sessions of Congress. He has the further power of vetoing legislation approved by Congress. In the event he disapproves, Congress can override the veto only by a two-thirds vote of both houses. The Presidential veto has been used with deadly effect; less than 6 percent of all vetoes have been overridden.

As of June 24, 1975, President Ford had vetoed 33 measures while serving in office about 10 months. This record underscores the influence of the White House and of its lobbyists, who are usually found working on members of the Congressional committee system, which is the crux of the legislative process. "Ninety percent of all legislation that has been passed was passed in the form reported by the committee to the floor," according to (then) Rep. William D. Hathaway (D-Me.) in a 1970 House debate.

The Constitution also provides the President with the power of appointments. In addition to the power of ambassadorial appointments, Article II, Section 2, authorizes the President to appoint other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States subject to Senate approval. In the case of such high offices as Supreme Court justices, the President is able to pick individuals of his own philosophy who may aid his program.

"It's called separation of powers—
we separate you from your powers."

—From Herblock Special Report (W.W. Norton & Co., Inc., 1974)

For instance, six of the nine justices, including Chief Justice Warren E. Burger, now sitting on the nation's highest tribunal, were appointed by Republican Presidents —four by President Nixon and two by President Eisenhower.

Some scholars believe that a President's authority to select Supreme Court justices is among the Chief Executive's greatest powers, as they, like other federal judges, are appointed for life. Associate Justice William O. Douglas, an FDR appointee, has been on the Supreme Court for 36 years. Supreme Court decisions, including those handed down on school desegregation, aid to nonpublic schools, the right of public employees to organize, and many others affecting education, have a major impact on the nation.

The authority to appoint lower court judges and other officers gives the President the controversial patronage power. Clever use of patronage can sway votes on key bills or help the President cultivate friendly relations with members of Congress. However, scholars in recent years have come to feel that the value of patronage has been overrated and that it provokes more hostility when withheld than gratitude when presented. Historically, Presidents have used appointments to lower courts, especially judgeships for district courts, to reward party members.

In the Executive Branch, the President makes the appointments at the upper levels of the massive federal bureaucracy, including members of his Cabinet. The Secretary of Health, Education, and Welfare is one of the President's key Cabinet members, as HEW represents the largest piece of the federal bureaucracy, with a budget bigger than the Defense Department's. Education, it is noted, has by far the smallest budget within HEW. ➔

The emphasis given to defense spending by Presidents in recent years has relegated human resource needs, including those for education, to the back burner.

The Senate carefully considers nominations of Cabinet officers, but such officers—almost always of the President's political philosophy—are usually confirmed with little difficulty, on the theory that the President should have great leeway in selecting members of his official family. Since 1789, the Senate has rejected only eight people nominated to the Cabinet. Most diplomatic nominations also encounter little difficulty.

Certain Presidential powers which are considered part of the rights of the office today were simply assumed by strong Presidents and then carried on by their successors. The Presidential practice of impoundment of funds derives from precedent. The Executive Order, by which the President can make certain alterations in legislation, also apparently falls into this category. There is no legislative or constitutional basis for such orders.

President Nixon exacerbated the spending issue by establishing the Office of Management and Budget (OMB), which holds tight rein on federal spending policies, including funds appropriated by Congress. Senator Lee Metcalf (D-Mont.) described OMB and its predecessor agency, the more modest Bureau of the Budget, as a "superdepartment with life and death powers over the proposal and expenditure of government funds, the management and evaluation of government programs, and the organization of the federal work force." Under its direction, the Nixon Administration freely used impoundments and rescissions as methods to maintain a tight lid on federal domestic spending.

The fast-growing agency has wide-ranging powers over the budgets of most federal departments and agencies as well as the Congressionally authorized programs that they administer. In June 1973, Senator Sam Ervin noted that when a Congressional committee asks a department or agency for an opinion on legislation, "that department or agency or officer does not even reply . . . without the permission of the Office of Management and Budget."

The hassle over federal spending prodded Congress into establishing its own Congressional Budget Office. When it becomes fully operational in fiscal 1977, CBO will act as Congress' central resource for analyzing the Administration's budget and alternative spending plans.

The new mechanism, which includes two budget committees, CBO, and a complex procedure for limiting the President's ability to impound funds that have been appropriated by Congress, was created by enactment of the Congressional Budget and Impoundment Control Act of 1974. To fit the expanded budget-making procedures into the annual Congressional sessions, the measure will shift the start of the fiscal year to October 1 (from July 1)—starting with fiscal 1977 on October 1, 1976—and set forth a detailed timetable for completing Congressional action on the necessary legislation before that date.

Modern laws authorizing new defense systems or loans for area redevelopment have given the President the powerful weapon of preferment—the selective use of powers to assign federal contracts and to choose the location of government installations. Preferment makes it possible for the President to punish members of Congress quite spectacularly. It has been particularly important in the postwar years as federal budgets grew phenomenally. Members of the powerful committees and subcommittees dealing with defense were given defense installations in their districts in return for their support of military requests.

The President also holds certain powers simply because of the prestige of his office and the respect with which it is generally approached. This gives the President the ability to manipulate public opinion through television, radio, and the press. The President can merely ask for television time, and it is granted, making the nation a virtual captive audience. The power of the Presidency has enabled Presidents to go over the head of Congress in order to work up support for their legislative programs. Such devices are also of great campaign value to an incumbent President in an election year.

The prestige of the office is also of value to the President in dealing directly with members of Congress. Breakfast at the White House, a walk in the Rose Garden, a publicity picture with the President are all flattering to members of Congress and useful in their reelection campaigns.

—NEA Government Relations.

This article is based in large part on material contained in *Congressional Quarterly* publications.

Try the Eclectic Approach

says **RALPH BETANCOURT**
Fourth Grade Teacher, Massapequa New York.

In my fourth grade, I've developed an eclectic approach to instruction. For the past two years I have exposed my class to four different approaches—the traditional, the semi-open, the open, and learning centers—for several weeks during the first months of the school year. Then the class chooses one of these methods as the mode of instruction for the rest of the year. This system seems to meet the varied needs of children's learning styles quite successfully.

I subdivide the first half year into quarters of approximately five weeks each, one quarter for each method. The order in which the methods are used can be changed, depending on how I believe the children will react to them.

Let's say I begin on a joyful, exciting note with the open method, where the prescribed curriculum gives way to one that is child-centered. The children get to know each other better and develop more positive attitudes toward school and learning under this method than under any of the other three approaches.

Under the open method, children pick the topics they want to pursue, such as sports, animals, plants, famous personalities, inventions, and experiments. Then each pupil and I draw up a contract—wherever practical involving a parent or older sibling as a third party—outlining the work the child will do in the chosen topic. It is important for each contract to include as many disciplines as possible in order that pupils will not neglect math, reading, and so on. (The class uses more resource materials during the open method than during any of the other three.)

Each boy and girl reads, writes, draws, views filmstrips, and makes projects about the topic under study. After that, he or she presents a report to the entire class. Sometimes, I assist in the presentation by helping with audio and visual materials and equipment.

At this time, the class evaluates the individual's work as excellent, very good, good, or fair. It's interesting to note that children usually rate their peers fairly and often give them an excellent rating.

We display all pupils' completed work for class inspection and reaction.

Parent reaction to the open method runs the gamut from "My child is working too hard" to "My child isn't working at all" to "My child is happy and loves school but will he learn his multiplication tables?" Because many parents are unfamiliar with how the open method operates, I explain it and my entire program and its rationale at Meet Your Teacher Night at the beginning of the school year.

And, of course, equally important, I explain the program to the children and discuss it with them thoroughly, both at the beginning of the school year and at the beginning of each new phase. I try to elicit and explore in detail their questions, doubts, and feelings about the teaching methods and what will be expected of them.

Phase two consists of the semi-open classroom.

Early each Monday, I outline the week's work, covering all the disciplines, motivating the children, and teaching the main ideas and concepts. Then during the midweek work period, I help pupils with their assigned work and check their prescribed exercises.

During the midweek, the children may choose for themselves the order in which they prefer to cover the classwork.

The academically oriented child often completes the assigned work before Thursday and goes on to do other things or to help other pupils complete their assignments. Some children, like many adults, let things go until the last day. However, they do have the opportunity to learn to apportion their time—a most valuable learning-through-living experience.

On Friday, once again in a formal setting, the class and I review the week's work, and I test the children on what they have learned.

Many children welcome the change to phase two, perhaps because the approach is similar to their earlier experiences in previous grades or perhaps for the sake of change itself.

Although I introduce some different materials in phase two, I carry over some of the individual interest projects and procedures of phase one for the midweek activities of phase two. At this point in the program, the children are aware that their independent work is important. Even the less mature, who may have had difficulty working on their own, tend to become more

self-reliant because of the nature of the learning environment, which challenges them and gives them an opportunity to do independent work.

Before going into phase three, learning centers, I discuss with the youngsters how and why the class is changing methods. I again make it clear that by midyear the class and I will evaluate the four methods and decide which we will use for the remainder of the year.

Most pupils work well with learning centers. Many appreciate the options they offer and find security in completing the assignments at the centers on a daily basis.

I usually introduce this approach with two permanent centers, one in math and one in reading and writing, and a "creative center," which usually changes every day. I rotate subjects for this third center from history to economics to art to poetry to science and so on. Whatever the topic in the center, I offer a wide variety of options to the pupils.

During the five-week period when we are in phase three, I assign classwork (preferably in behavioral objectives) during the first part of the day. At this time, I also give large-group instruction in math and other disciplines and make clear what I expect each child to accomplish at each center.

After this opening session, the children move from center to center as they complete each task, and I help with their tasks and give individual instruction as needed.

I provide each center with the materials the pupils will need to complete the prescribed tasks, and I use many of the materials from the semi-open classroom in this phase.

Occasionally, some children remain at one center and do not move to another because they are so involved with the subject. Depending on individual needs and weaknesses, I may allow a pupil to stay at that center or I may guide him or her to another one to prevent any falling behind in spelling or fractions or whatever.

During the last hour, the class and I again meet together in a large group to check the work and to allow for sharing of experiences. If some pupils have not completed the assigned exercises for the day, they do them for homework, and I check it the following day.

During this last hour, the children and I evaluate what we are doing, and on the basis of these evaluations, I make changes in the centers.

The new calendar year is a good time to begin phase four, traditional teaching.

I arrange the classroom in rows and outline rules of expected behavior. My role changes from facilitator to authoritarian and lecturer.

I have the class follow a regular time schedule, allowing enough time to cover all subjects. I give homework for all or most subjects daily. In other words, we are in lockstep and the children are tied to the clock, the textbooks, and to each other.

The first few days most children like the change. Some find security in this atmosphere, but after a few days, many find it boring, except for an occasional good lecture, lesson, or one-to-one discussion. Complaints set in, and I spend much time on discipline.

Some parents are more content with this method than with the others; they believe that all subject areas are being covered more thoroughly because subjects are more easily identifiable in the class schedule. On the other hand, many parents complain of the uneasiness and change of attitude toward school on the part of their children.

All methods have their merits, but for a particular class, one may be better than another. Sometimes, however, a group likes several methods. One year, a class chose to split the second semester into two 10-week periods of the semi-open and the learning-center methods.

When it is time for the class to decide on the method they will use in the second half of the year, I distribute a form for each child to check off his or her preference. Then I notify the class and the parents of the class's decision. (Usually, the great majority of parents agree with that choice.)

Children see democracy in action when they experience alternatives and then choose the one they prefer. School is not just their preparation for life; it *is* their life.

Trying the eclectic approach is, I believe, something teachers owe to themselves and to their pupils. It may very well be one of the most rewarding challenges school has in store for both of them. □

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Investigating the Aerosol Issue

By **WILLIAM C. RITZ**
Environmental Studies Institute, Syracuse (New York) University.

Imagine a day in the near future—perhaps even next year—when the President of the United States signs into law a bill limiting to three the number of aerosol products a family is permitted to have or use. Which of the following aerosols would you select as *your* family's set of three?

- deodorant
- spray paint
- furniture polish
- dessert topping
- no-stick pan coating
- household lubricant
- insect repellant
- hair spray
- cheddar cheese
- window cleaner
- cologne
- oven cleaner

An impossible scenario? Not entirely! The "aerosol explosion" of recent years is currently being called to serious question. Inextricably tied to each and every one of us, the aerosol controversy is likely to be at hand for some time. And because of this, the matter provides a unique opportunity to involve students in investigating an as yet unresolved environmental issue.

Should further aerosol production and use be restricted or even prohibited? Or has the case against aerosols been overstated? Upon what evidence do the critics and defenders of aerosols base their contentions? What, if anything, should individual citizens be doing about aerosols? These are questions of great importance to each person, and *now* would seem to be the teachable moment—the time when serious investigation of the issue should have high priority. Let's start by reviewing what the controversy is about.

In the upper reaches of the earth's atmosphere, there exists a layer of ozone many kilometers thick which acts as a protective shield, screening out excessive ultraviolet radiation from the sun. Because high intensities of ultraviolet radiation are harmful to nearly all forms of life, the protection given by this layer is vital.

If the ozone shield were to become reduced, the amount of ultraviolet radiation reaching the earth's surface might increase, and the resulting effects could be very serious. For example, the National Academy of Sciences has suggested that a 5 percent ozone reduction might produce an additional 8,000 cases of skin cancer per year among the white population in the United States alone. Another estimate, reported in *Fluorocarbons and the Environment: Report of Federal Task Force on Inadvertent Modification of the Stratosphere (IMOS),** is that a 1 percent reduction might produce from 2,100 to 15,000 new cases annually among light-skinned Americans.

Other possible effects include weather/climate changes, increased mutation rates among plants and animals, and direct plant toxicity.

What does damage to the ozone shield have to do with aerosol products? First of all, half of the aerosol products sold are propelled by fluorocarbons—compounds of carbon, fluorine, and chlorine that may be better known by their trade names, such as Freon. (The other half are propelled by such substances as hydrocarbons, compressed air, and carbon dioxide. So far, none of these latter propellants is suspected of affecting the ozone layer, though some present other problems, e.g., the flammability characteristic of the hydrocarbons.) However, aerosols use only half of the fluorocarbons produced in the United States; more than a quarter goes into refrigerators and air conditioners. Leakage from these appliances over years of use and after disposal will also add fluorocarbons to the atmosphere.

Because fluorocarbon gases are highly volatile, nonflammable, and virtually inert to chemical reaction, they have been considered ideal propellants for aerosol cans. In the last few years, about 800 million pounds of fluorocarbons have been produced annually in the United States. However, recent research indicates that free chlorine, derived from these compounds, may bring about the destruction of large amounts of ozone in the stratosphere.

Apparently, the process works this way: Released into the lower atmosphere, the extremely stable fluorocarbon gases may be slowly circulated unchanged to the upper atmosphere—a process that could take years. Once in the upper at-

*This informative 109-page report, released in June 1975, is for sale at $1.90 a copy by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 038-000-00226-1.

mosphere, however, the fluorocarbon gases may be broken down by ultraviolet radiation, thereby releasing atoms of free chlorine. It is the free chlorine atoms which in turn are suspected of being very effective at catalyzing the chemical breakdown of ozone into oxygen.

In June 1974, two University of California, Irvine, chemists, Mario J. Molina and F. S. Rowland, published a paper in *Nature* contending that fluorocarbon propellants may be depleting the ozone shield. Within months, scientists at Harvard, Michigan, and the National Center for Atmospheric Research reached similar theoretical conclusions. The Harvard study, for example, concluded that if fluorocarbon production and use continues at the present rate of increase (doubling every seven to eight years), the ozone layer will be reduced 10 percent by the year 1994 and 16 percent by the turn of the century.

In response to these predictions, environmentalists, led by the Natural Resources Defense Council (NRDC), are demanding that prompt action be taken to curb the use of fluorocarbon aerosol products.

Some scientists take an opposing position, however. They maintain that the ozone depletion theory is mostly speculation lacking in experimental verification. *Time* magazine recently quoted a leading British meteorologist, who said that the theory was "utter nonsense."

The aerosol industry has recently contracted with several university researchers to seek more definite experimental evidence. Unfortunately, these studies are estimated to require from two to three years, and environmentalists insist that we cannot afford to wait that long before taking action.

So far, legislative and regulatory bodies have taken little action on fluorocarbons because they are waiting for the National Academy of Sciences to release a major report, due in April 1976, which will make recommendations for action. Given the potential political and economic ramifications of the issue, any proposed ban may be highly controversial. Remember that fluorocarbon aerosols are a $2-billion-a-year industry.

In the meantime, the recent flurry of adverse publicity regarding aerosols is beginning to make its influence felt. One large manufacturer of household chemicals recently ran an almost full-page newspaper ad stating that "our company has removed all fluorocarbon propellants from our production lines in the U.S., and we are aggressively reformulating our product ingredients worldwide to achieve the same goal." The statement went on to promise that this company's future aerosol labels would clearly indicate the absence of fluorocarbon propellants.

Such product reformulations as these are easier to achieve for some products than others. Whereas acceptable alternate propellants are already available for a good many household chemicals, other aerosols (such as personal products) which require a fine, well-controlled spray are more difficult to modify. In such cases, repackaging of the product might be best. In fact, many nonaerosol deodorants and hair-care products are becoming increasingly popular, in part because of their lower cost.

Most challenging of all, however, may be that part of fluorocarbon production which ends up in air-conditioning and refrigeration equipment. Because most cooling equipment is designed and constructed to specific coolant specifications, it is usually not possible to simply substitute one refrigerant compound for another. Furthermore, most, if not all, of the currently available nonfluorocarbon refrigerants possess toxic or other hazardous properties.

For now, and until acceptable substitute coolants are identified, it might be best to focus attention upon reducing refrigerant leakage in existing equipment and recycling the fluorocarbons already in use in refrigeration equipment. Clearly, intensive study is required before these problems can successfully be resolved.

Aside from potential fluorocarbon-related damage to the ozone shield, there remain for consumers a number of other concerns regarding aerosol use. There is, for example, the matter of cost. Even the most superficial of price comparisons will reveal the high cost consumers pay for the convenience of products packaged in aerosol form.

Then, there is the matter of resource management: From an ecological standpoint, the empty aerosol container must be regarded as an enormous waste of this world's rapidly dwindling resources. The solid-waste disposal problem which the ubiquitous aerosol container presents to communities is also of concern. How does one properly "dispose" of something which should not be punctured or incinerated?

Perhaps of even more direct significance to consumers are the personal health and safety hazards which use of some aerosols appears to involve. The aerosol deodorant you may have used this morning bears a label warning which reads something like this:

CAUTION: Never spray toward face or flame. Do not apply to broken skin, and discontinue use if rash develops. Avoid heat or cold. Do not puncture or incinerate can. Keep out of reach of children. Avoid inhaling.

Upon thoughtful reflection, what do these words communicate to you?

The aerosol issues are obviously far from being resolved. Many questions remain to be answered before anyone can be certain about possible fluorocarbon-related damage to the ozone shield and its potential damage to life on earth. Should people voluntarily abstain from using

fluorocarbon aerosols? Or would it be best to wait for more substantive data to become available? In view of the possible consequences, these and other questions about aerosols demand thoughtful consideration both at home and in the schools, and each person needs to decide what, if any, action to take.

Now for consideration of how to get students into the aerosol issue. Regardless of its ultimate resolution, the issue is one about which each person should become as informed as possible. With this in mind, here is a selection of activities designed to get students (and teachers) involved in serious investigation of aerosols and their use. A word of caution, however: At present, capable, responsible, and honest experts really do not know for sure what the long-range global effects of fluorocarbon aerosols may be. Because of this, the central question on that issue is "Should we continue our present use of fluorocarbon aerosols during a time of great uncertainty?"

A Sampling of Student Activities

1. Ask students to list the aerosol products used in their own homes. Set up the survey so that the data each student brings in can be collated into an "all class" or "all school" report.

Classify the aerosol products according to criteria which are specified by the students themselves.

Find out which aerosols are fluorocarbon-propelled and which ones are propelled by other substances. (Students will probably learn that it is not currently possible to get this information from most aerosol labels.)

Survey other families in the community (or nearby areas) to find out if their patterns of use are similar or different.

Find out what the average family's total dollar investment in aerosols is.

2. Check the quantities of active ingredients on aerosol cans, and determine the cost per active ounce of one or more products. (Here again students are likely to discover that labels are a poor information source. Letters to manufacturers might be the best method for gathering this information.) Find the same product in nonaerosol form and repeat the process. Compare costs and determine each product's cost effectiveness.

Write a letter to a company which does not make an aerosol product available in nonaerosol form, inquiring why it does not do so.

Find out what it costs to produce an unfilled aerosol can.

Find out, for several types of products, what proportion of the aerosol can's volume contains nonactive ingredients. How much of this is due to packaging the product as an aerosol? How does this compare with the same product, packaged as a nonaerosol?

3. Keep track of your personal use of aerosols for a full day or week. How many of each type do you personally use? Examine the record sheet afterward, and ask yourself, "Could (should) an alternate have been used?"

"They gotta be kidding! Gravy in a spray can!"

CITIZEN SMITH by Dave Gerard, reprinted courtesy of the Register and Tribune Syndicate, Inc.

Design a questionnaire or other survey technique which enables you to find out about the use other people make of aerosol products.

Conduct a survey to find out which aerosol products most people believe to be necessary.

Conduct a "silliest aerosol product" contest.

Conduct a "most beneficial aerosol product" contest.

4. Design some educational materials which can be used to inform someone else about the aerosol issue. Try out the materials and tell the class about your experiences, and your materials.

Design a poster that informs people about the aerosol issue. Get the poster displayed in a prominent place.

Design a radio/television "spot" which informs people about some aspect of the aerosol controversy. Try to have it aired on public radio or television, or via cable television.

Compose a song or poem designed to get across a message relating to the aerosol issue.

Design an "aerosol issue" bumper sticker or tee shirt.

5. Gather up a random sample of five or more aerosol containers. Carefully read the labels on each can—especially the warning signs. How feasible is it for people to explicitly follow these instructions?

Write a letter to one or more manufacturers in which you describe your reactions to trying to follow label instructions explicitly. Ask the manufacturer for specific instructions: for example, how to use a hair spray without getting the spray near your face or eyes.

Find out whether manufacturers place these warning labels on the cans voluntarily or because some government agency requires them to do so.

6. Find out all you can about how aerosol cans work. CAUTION! Do not attempt to disassemble any aerosol cans! This is strictly a reference assignment.

Find out all you can about Freons and related propellant gases.

Find out all you can about the different types of aerosol can valves in use today.

7. List the potential health/safety hazards of various aerosol products. For each one listed, give your best estimate of how significant you believe the hazard to be.

Conduct a survey to find out what, if any, health/safety problems people feel they have encountered in using aerosol products.

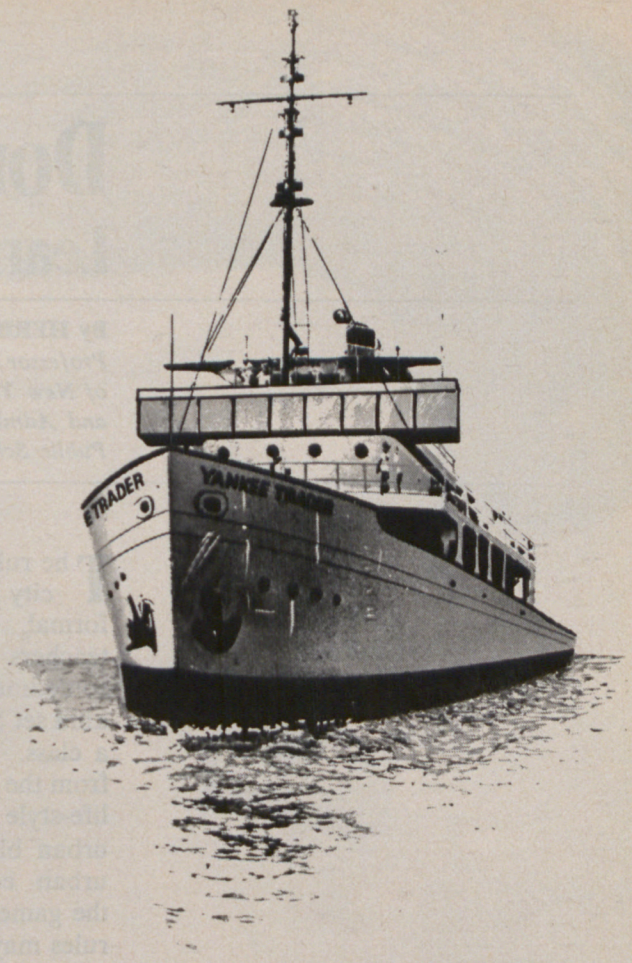
Check the labels on a wide variety of aerosol products, and list any toxic/hazardous ingredients noted. How do the manufacturers suggest that users contend with these substances?

Find out all you can about the governmental agencies and laws which regulate the production and sale of aerosol products. What, if any, guarantees of safety do these agencies/laws provide to potential consumers?

8. Start a reference file on aerosols, including in it copies of reports, pamphlets, newspaper clippings, advertising copy, and the like—in other words, anything and everything that pertains to aerosols and their use. Have everyone contribute to it, and maintain this dossier for at least a year's time. Periodically, review it for indications of trends and patterns. Use the dossier as a central data source for student and teacher reference work.

(Continued on page 96)

Expedition
'round the world



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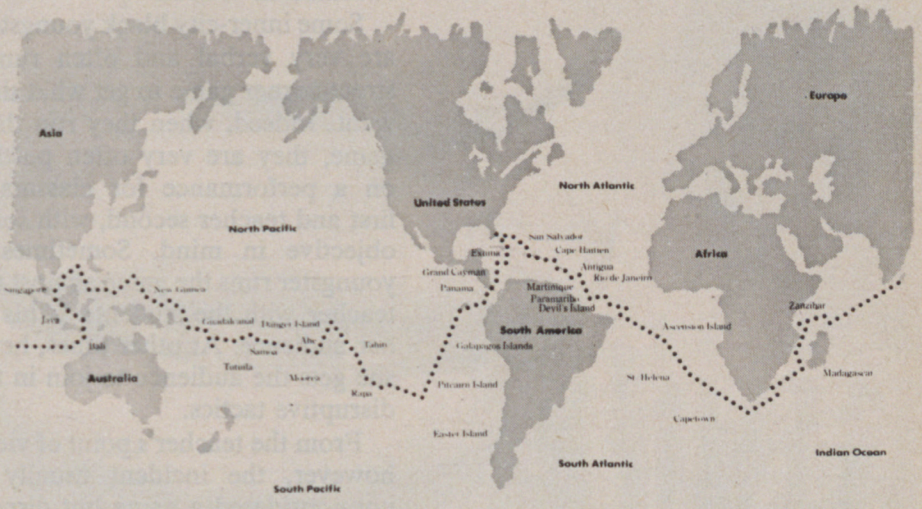

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CIRCLE QUICK-ACTION CARD NO. 50

Don't Be Put On!

Learn about the games kids play.

By **HERBERT L. FOSTER**
Professor of Education, State University of New York, Buffalo; Former Teacher and Administrator, New York City Public Schools.

The rules actually running inner-city schools are not always the formal, organizational ones that teachers and administrators make; sometimes they are the informal kind set by one or more students in a class. The informal rules evolve from the street-corner behavior and life-style of some of the lower class urban black males. The fact that urban educators sometimes play the game of teaching by the wrong rules may be one reason why some inner-city children are not being educated in school.

Some inner-city black youngsters are very verbal and often run a street-corner game to get what they want. Indeed, when they run their game, they are very often putting on a performance for classmates first and teacher second, with some objective in mind. Sometimes a youngster runs the game against the teacher with the students as his or her audience. At other times, he or she gets the audience to join in the disruptive tactics.

From the teacher's point of view, however, the incident usually is not considered a game but disruptive behavior—sometimes terrifyingly disruptive. The teacher, who may be very middle class, has no idea that the game is being run; all he or she experiences is the interference, the disruption, the personal hurt, and the sense of inadequacy.

In a rare case, a middle-class teacher knows the games and quickly parries the student's attempt at manipulation and gets on with the lesson. Such a knowledgeable teacher can minimize and control the youngster's surface behavior so that the student does not become a disruptive influence, does not have to be reported to the office for disciplinary purposes, and is not abused physically or verbally.

Some lower-class, black, urban street-corner men use rhetoric, repartee, and gamesmanship as survival and coping techniques in their aggressive, hustling, verbal world. These almost ritualized games are in a sense attempts at coping with and surviving economic and social racism—at getting even with or beating "the system."

When lower class men gather (whether black or white), a boasting or teasing encounter usually takes place. Participation in verbal contests is an important part of peer relationships. Often, the loser of such a battle is considered unmanly.

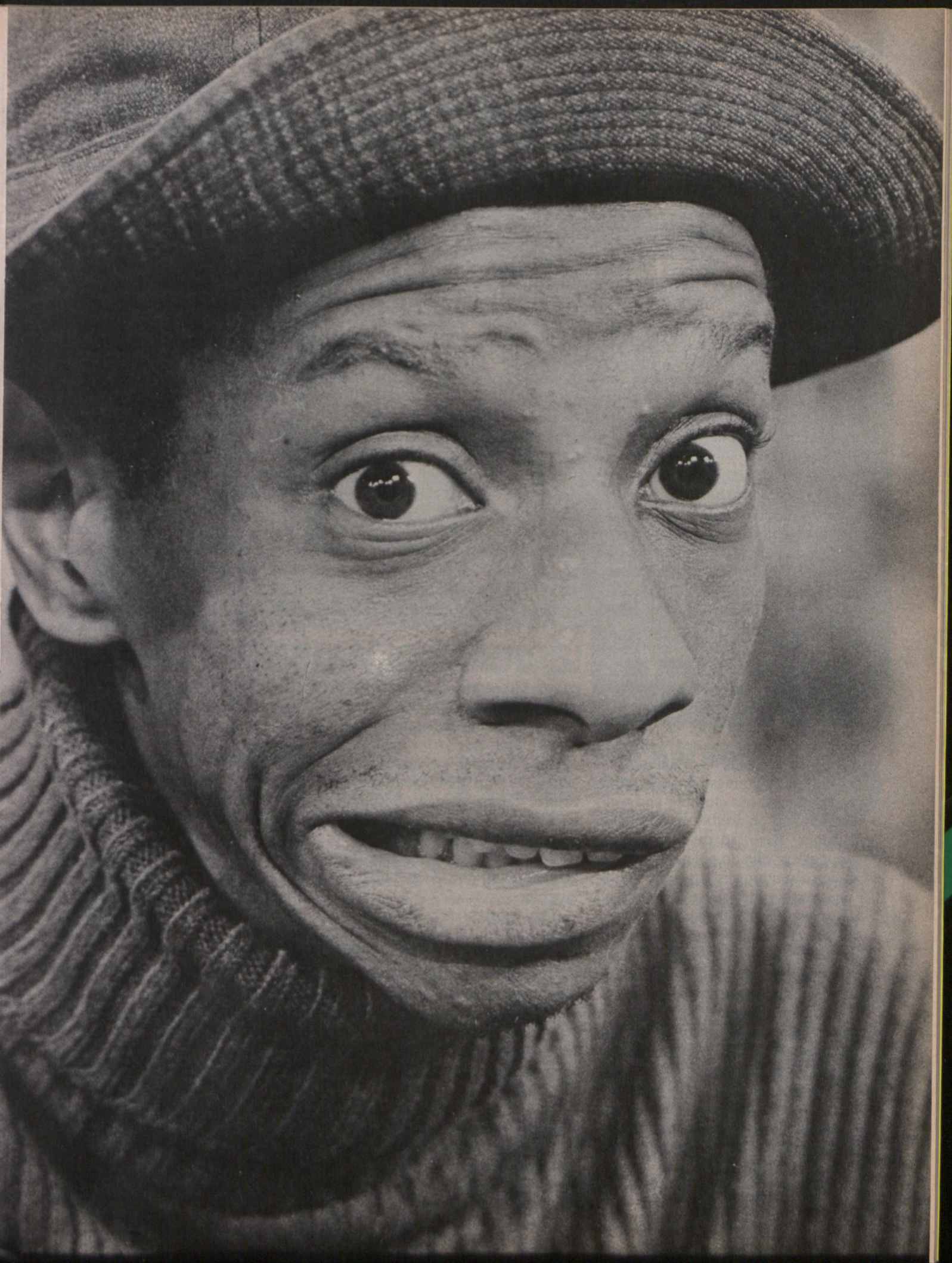
I will use the three broad categories of ribbin', jivin', and playin' the dozens to differentiate between these verbal contests as played in the classroom. However, the names given a verbal contest in one city or even a section of one city may be different from the names of these games elsewhere.

Also there may be some difference between the way the games are

---

Dr. Foster is author of *Ribbin', Jivin', and Playin' the Dozens: The Unrecognized Dilemma of Inner-City Schools* (© 1974 Ballinger Publishing Company).

J.J. is a master of ribbin'on Good Times



played on the street corner and in the classroom.

The term *ribbin'* is used in Buffalo to describe the verbal game of taunting, denigrating, or making fun of people, e.g., their clothing or parts of their body. In Yonkers, New York, it is *choppin';* in Dallas, Texas, it is *meddlin';* in Pottsville, Pennsylvania, *soundin'*.

Most often, regardless of the vehicle for the rib, the two important aspects of the encounter are that the student doing the ribbin' is most likely vying for control of the class and is playing to fellow students to assist in the disruption.

The following incident involving ribbin' occurred in a class which was waiting for the bell to end the period. Suddenly two boys started fighting. The teacher broke up the fight and asked what had happened.

One boy said, "He say I'm clean 'cause it be Mother's Day."

"Is that a reason to start a fight?" the teacher asked.

Later, one youngster explained to the teacher that Mother's Day is the day the welfare check arrives. The intent of the rib was to say that the boy's mother was on welfare and that he was dressed well only because her check had arrived.

Inner-city youngsters often taunt each other about clothing and welfare. Being on welfare is a touchy subject. Also, to disadvantaged youngsters who do not have money, faddish clothing is a visible status symbol that they strive for and that they respect and envy others for.

The style of clothing worn is particularly important to these youths. A youngster wearing low instead of high socks may inspire a rib such as "Hey, you got your ankle breakers on." The implication is that if he got wet, the socks would shrink and break his ankles.

Someone may rib on another's shoes for not having high platform soles and heels. Female students are often ribbed for supposedly wearing their brother's clothes.

This ribbin' often ends in fights. Sometimes, teachers may get the feeling that these youngsters cannot really explain why they respond to ribbin' by fighting or even why the insults have such an effect on them. It seems as though some unwritten code of honor says they must fight, and so they do.

Teachers are also fair game for ribbin'. Some ghetto youngsters delight in ribbin' them, particularly about their clothing. The ribbin' was so heavy on one teacher that he had all his suits and sport coats recut to conform to style. What a teacher—particularly a young teacher—wears has a good deal to do with how he or she relates to students.

Another area for ribbin' is related to aspects of sex. This includes the use of standard vocabulary words with a second meaning, usually a sexual one. These ribbin' techniques are used most effectively against female students and teachers.

For example, during a lull in an inner-city junior high school language arts class, two black male students approached their white female teacher and asked, "Miss Frank, what does *trim* mean?"

Since the time was about a week before the Christmas vacation, Miss Frank unsuspectingly responded with "Oh, I guess to hang ornaments on the Christmas tree."

With that, the youngsters both grinned, and the class burst into laughter.

The word *trim* had another meaning in the lexicon of the black ghetto youngsters—one unknown to the teacher. To the students, the word meant sexual intercourse or vagina. The boys used the word *trim* to deliberately upset the teacher, to wrest control of the class, and to divert the class's attention from the lesson.

Had the teacher been familiar with the students' definition of *trim*, she might have been able to prevent this disturbance.

Several jivin' techniques are used to manipulate, persuade, and hustle others. Three such techniques are shuckin' and jivin', woofin', and signifyin'.

Shuckin' and jivin' is a verbal and physical technique some Blacks use to avoid difficulty, to accommodate some authority figure, and, in extreme cases, to save a life or to save oneself from being beaten physically or psychologically. Gestures, facial expressions, speech pronunciation, and body poses are all used to placate authority figures by presenting the appearance deemed acceptable and subservient to them. Shuckin' and jivin' also often requires an ability to control and conceal one's true emotions.

Another jivin' technique some street-corner youngsters often use to test a teacher's mettle is woofin'. How a teacher reacts to a heavy woof may determine his or her tenure in a classroom.

Woofin' is a vicious verbal attack, which can be a terrifying experience for the middle-class teacher.

The woofin' observed in use most often in public schools takes the form of the youngster's making a face and yelling at the teacher. The woofer may also move his or her body in a menacing way to make the woof more threatening.

The woofer may woof for anything from a pass to leave school early to gaining control of the class by frightening the teacher. Or the student may woof on the teacher to get another sandwich at lunch or to get into class without a pass when late.

Sometimes, youngsters will work together to run a woofin' game. This can happen if youngsters want class disrupted because they did not do their homework, do not want to take a test, do not like the teacher, or for almost any other reason.

Woofin' has also come to some institutions of higher learning. In some ways, many colleges and uni-

(Continued on page 54)

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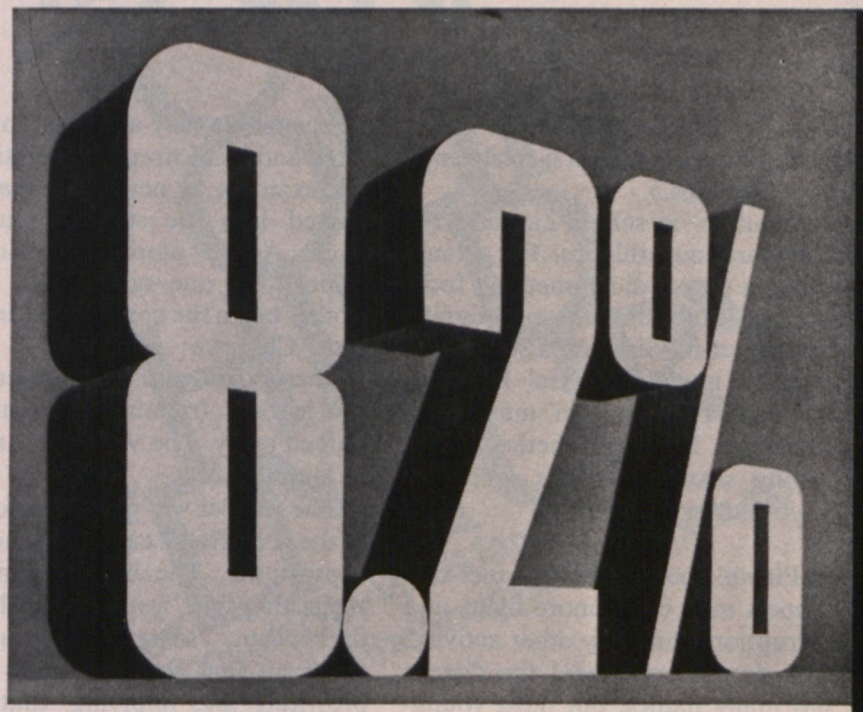

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versities are beginning to resemble inner-city schools. White university faculty, administrators, and students have as many problems relating to street-corner youngsters as do most inner-city school personnel and middle-class students.

In colleges, woofin' is usually used for personal or group gain. In some rare cases, woofin' has actually been used to procure an undergraduate degree in mostly independent study.

Assuredly, some of the woofin' has been precipitated by Whites trying to hustle Blacks out of goods and materials which have been promised or which are rightfully theirs. Interestingly, white males frequently fear woofin' more than do white females. It is a rare white college student, staff member, or administrator who is capable of standing up to woofin'.

Woofin' can be a terrifying experience for the middle-class teacher.

A good deal of signifyin'—another type of jivin'—goes on in inner-city schools. It may start when one youngster approaches another and says something like, "You know what Russell said about you?" The fellow keeps signifyin' until the one being talked to is provoked into going after Russell, who may not have said anything at all.

Sometimes, inner-city youngsters will signify teacher against teacher, student against teacher, teacher against student, student against student, and administrator against teacher or vice versa.

In school, signifyin' is often combined with the dozens, which I will explain shortly, or with ribbin'. Typically, in signifyin' and using the dozens, one youngster may come up to another and say, "Larry, he be saying some nasty things about your sister Dolores." Or a youngster may approach a male student and imply something about his manliness by saying, "Jim told me you punked out last night. He say you laid in the cut while your people went down on the Chaplains." (The speaker is implying that Jim stayed on the corner or in the house while other members of his gang fought a rival gang, the Chaplains.)

Signifyin' in school can also revolve around athletics. For example, if a player did something foolish in a game, students may signify him about it. Girls are also the objects of much signifyin' by male students. The signifyin' may relate to a girl's looks or whether she is having sexual relations with her boyfriend or others.

Playin' the dozens in inner-city schools may cause more fights and disruptions than any other activity. The dozens or playin' the dozens has many names, but most youngsters probably refer to the game as "talkin' about moms"—making derogatory allegations about mothers.

The dozens has been described as a ritualized game or survival technique used to express aggressive feelings, develop verbal skill, cut a boy free from matriarchal control, and teach youths how to control their feelings and tempers.

Although there are usually two participants in the dozens, at times more participate. Often, the participants also play to the audience. Girls are less likely than boys to play.

Sometimes, the dozens may be a game of amusement where two or more exchange obscene references and rhymes to see who can creatively best the other. At other times, the dozens may be vicious, resulting in someone's being beaten, stabbed, shot, or killed because of what is said.

New inner-city teachers may not realize that they are being put in the dozens unless they are aware of the game and local street connotations. For example, a new male teacher walked into the students' lunchroom. As he passed some ninth grade boys, one said, "Hey, your mother be on the corner of Franklin and Chipewa sometime?" The teacher looked at the youngster and his leering friends and quickly walked away. The youngsters started laughing.

The teacher was put in the dozens by the youngster's calling his mother a prostitute. The boy did this by suggesting that "your mother be on the corner . . . sometime." He added emphasis that she was a low-class prostitute by implying that she worked the corner of Franklin and Chipewa, a corner of disrepute in Buffalo.

How can those who work with students in inner-city schools cope with game playing?

First, teachers and administrators should become aware of the games and understand them. If they know what is going on, they can ameliorate rather than exacerbate a simple situation that could result in disorder and interfere with teaching and learning.

Second, teachers may use standard retorts for stopping ribbin', jivin', or playin' the dozens in the classroom by saying, "I don't play that game" or "Don't play that game in my class." Of course, for this approach to be successful, students have to sense that the teacher can back up that demand. □

The Journal invites reader reaction to this article.

A BICENTENNIAL AWARDS* PROGRAM

TOWARD OUR THIRD CENTURY

Sponsored by Wells Fargo Bank
in cooperation with the Smithsonian Institution

*$100,000 IN AWARDS

Statement of Purpose:

America's future rests upon the dreams, the resourcefulness, the determination, and the skill of all its people in seeking solutions to the critical issues facing our society. Now is the time to invite all who live in this country to shape a vision of the future that can profoundly affect our nation's existence. In a spirit of hope, this awards program seeks to encourage Americans to submit their perceptions and recommendations on areas of human concern that will help to achieve a better nation in the third century. On the occasion of the Bicentennial, Wells Fargo Bank is asking Americans of diverse backgrounds to consider the needs of the next century in this nation's history and to express their concepts thoughtfully and creatively. The Smithsonian Institution will cooperate with Wells Fargo Bank in judging the entries submitted in response to this invitation.

Entries should deal with America's third century in terms of one of the following themes:

1. Individual Freedoms in our Society
2. American Arts and Culture
3. Science, Technology, Energy and the Environment
4. Family Life, Work and Leisure
5. The United States and the World

Entrants may choose to treat a particular subject or a specific case under one of these general themes.

Entry Categories

There will be three (3) categories of entries by individuals or groups.

1. Written essays by young people whose entries are submitted before their 18th birthday.
2. Written essays by people 18 years of age and over.
3. Films or tape recordings.

Judging

Final judging will be by a panel of nine distinguished Americans selected by the Smithsonian Institution.

Judging Criteria

The judging of all categories of entries at all stages of the competition will be based primarily upon imaginativeness, creativity, and effectiveness of expression. The judges at all stages will allow the widest latitude for freedom of thought and expression.

Entrance Requirements

1. All entries must relate to the country's future and contain or suggest ideas for evaluating and/or coping with changes that will affect the nation in the years ahead.
2. Any resident of the United States or its territories may enter.
3. All written essays must be no more than 3,500 words in length. No more than three photographs or other illustrations, if any, may accompany an essay.
4. Films and tape recordings must be no more than 15 minutes in length. Film size must be 8 mm. or 16 mm. Tapes or cassettes must be standard size and mailed in a protective container.
5. Each entry must be accompanied by the following identifying information: name, age, street address, city, state, zip code. Group projects should be submitted under one name.
6. All entries must be postmarked no later than January 31, 1976.
7. Entries should be mailed to the following address:
   "Toward Our Third Century"
   P.O. Box 44076
   San Francisco, California 94144
8. Entries submitted must be original and be the work of the entrant.
9. Entries submitted by individuals under the age of 18 must be accompanied by the signature of a parent or guardian. All entries will become the property of the sponsors of the program and the sponsors reserve the right to use the names and photographs of all winning entrants. The sponsors also reserve all rights to reproduce, copyright, publish, and/or otherwise dispose of any and all (or any portion of) award winning entries.
10. Non-winning entries will be returned to entrants if accompanied by return envelope and postage. The sponsor will not be responsible for lost or damaged entries.
11. The program sponsor reserves the right to rule on all matters related to the competition.
12. Employees and families of the Smithsonian Institution, Wells Fargo Bank and agencies connected with this program are not eligible to enter.

Awards

Awards for the national program will total $100,000 to be allocated among the three categories of entries as follows:

Category 1 (Essays by entrants under 18)

First award	$10,000
Second award	5,000
Third award	3,000
17 Fourth awards at $1,000 each	17,000
Total—20 awards	$35,000

Category 2 (Essays by Adults)

First award	$10,000
Second award	5,000
Third award	3,000
22 Fourth awards at $1,000 each	22,000
Total—25 awards	$40,000

Category 3 (Film or tape recording entries)

First award	$10,000
Second award	5,000
Third award	3,000
7 Fourth awards at $1,000 each	7,000
Total—10 awards	$25,000

Announcement of Winners

Winners of the Awards will be announced nationally on July 4, 1976.

For information, write to:
"Toward Our Third Century"
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San Francisco, California 94144

Food for Thought

No question about it—everyone is interested in getting the most for their money these days, but few Americans are succeeding when it comes to the food budget. Why? At least in part because they lack accurate information on which foods are the best from a nutritional point of view and which are the worst. Most of our readily available information comes from food and beverage purveyors or food processors, who naturally proclaim the toothsome assets of their products and equally naturally omit any discussion of the liabilities.

Many nutritionists say that the American diet has been deteriorating for many years except during World War II, when shortages of sugar and fats forced us into a more sensible dietary regime. Concerned by our tendency to eat ourselves to death, one of these nutritionists—Michael Jacobson—has come up with a new way for people to evaluate the things they eat. He has designed a "nutrition scoreboard" that gives numerical points for a variety of good things in a food and subtracts points for such things as excess sugars and fats.

Finding out how many points your breakfast or dinner rates is so much like a game that children as well as adults may enjoy it. Classroom teachers who are making use of his "Food Scoreboard," a booklet he designed for youngsters, report that most of their pupils are now enthusiastic about nutrition education—a subject that heretofore was likely to elicit yawns. But more about this later.

How, then, are we shortchanging ourselves nutritionally as we spend more than $154 billion a year on food and beverages?

We have not only eaten a great deal that is deficient in essential vitamins, minerals, fiber, and protein, but we have consumed tremendous amounts of food and beverages that lead to serious overweight because they are loaded with sugar and/or fat. The overweight, in turn, predisposes us to high blood pressure, heart attacks, and diabetes.

A 10-state survey, conducted by the Department of Health, Education, and Welfare, indicates that substantial numbers of Americans have an inadequate diet and that Blacks and Spanish-speaking Americans have more nutritional problems than the rest of the population. As might be expected, poor Americans have the poorest diet, but the diet of the affluent also has shortcomings.

As mentioned earlier, Dr. Jacobson, an MIT-trained microbiologist, has analyzed many foods in terms of their assets and liabilities. He assigns nutritional pluses to the following: proteins; naturally occurring carbohydrates; vitamins A, B-1 (or B-6), B-2, niacin, and vitamin C; iron and calcium (or magnesium); trace minerals; and unsaturated fats. He subtracts points for foods that contain added sugar or corn syrup, saturated fat, and high fat content. (Some nutritionists believe that Jacobson's scoring method is too simplistic, and a government nutritionist wrote him that she didn't think that any food should be assigned a negative value.) Let us consider these plus and minus factors.

Protein. Everyone needs protein. The body uses it to make enzymes, muscle, hair, and cellular structures in general. Proteins are made up

of differing amounts of 20 amino acids. Some proteins are more valuable than others because of the amount of certain amino acids they contain. Top grades go to the protein in eggs, milk, cheese, meat, and soy beans. The protein in some vegetables, such as beans and peas, is less valuable, and Dr. Jacobson says that the protein in gelatin is almost worthless.

An adult needs only 43.1 grams of the highest quality protein as compared to 65 grams (or two ounces) of average protein. Because proteins with different amino acids reinforce each other if eaten no more than a few hours apart, it makes good sense to eat a variety of protein foods instead of concentrating on one or two of them. Virtually all Americans get at least as much protein as they need.

Carbohydrates. Sugar, starch, and fiber (also called roughage or bulk) make up the carbohydrates. About 12 ounces per day would be sufficient for an adult.

The average American diet is high in sugar and starch and much too low in fiber. White bread and rice have lost most of the fiber that is present in brown rice and whole wheat bread. Fruits and vegetables contain varying amounts of fiber.

Dr. Jacobson is one of a growing number of scientists who see a sinister correlation between the rise in the use of highly processed foods and the high incidence of such serious illnesses as peptic ulcer, diverticulitis, and intestinal cancer.

Although he is unconcerned about the sugar that is naturally present in food, Dr. Jacobson is vehement about the evils of added sweeteners, not only because they cause tooth decay and obesity but because they cut down on the consumption of good foods. The average American (including all ages) eats about 126 pounds of sugar and other sweeteners each year. (Some presweetened breakfast cereals contains as much as 40 percent sugar.) From a health standpoint, the present high cost of sugar is a blessing.

Fats. Dr. Jacobson rates fats in terms of quality as well as quantity. As almost everybody probably knows by now, polyunsaturated fats, such as safflower, sunflower, and corn oil, are the good guys as compared with the saturated ones, which come mostly from animal fats, butterfat, hydrogenated vegetable oil (inexpensive margarines, for example), and coconut oil.

Fat is a necessary part of our diet; it helps metabolize vitamins A, D, E, and K, for instance. Most people eat more fat than they need, however. Today fat constitutes 42 percent of the calories in the average American diet, although 33 1/3 percent is considered ample.

According to Dr. Jacobson, vitamins and minerals are two of the major reasons we need food. Most vitamins and minerals work with proteins to enable us to get energy from our food, build new tissue, and synthesize needed chemicals. Some people need certain vitamins and minerals more than others do. For example, people who eat lots of sugar and starch need above-average amounts of vitamin B-1.

Vitamin A is essential for the development of teeth and for the health of skin and of mucous membrane—both of which are a vital part of our defense against infection. In addition, it prevents night blindness. Liver and dark green and yellow or orange vegetables are good sources of it. Because our bodies can store vitamin A, some people get into trouble if they take large quantities of it. Many Americans, however, don't get enough of the A vitamin.

The main B vitamins include B-1 (thiamin), B-2 (riboflavin), B-3 (niacin), and B-6 (pyridoxine).

Vitamin B-1 is essential to the proper functioning of your nervous system. Brewer's yeast, wheat germ, and pork are rich sources.

Vitamin B-2 helps cells use oxygen and plays a part in maintaining the health of eyes, skin, tongue, and lips. Many Americans don't get enough of this vitamin, although few of us get so little of it that we have observable symptoms of deficient intake, such as soreness and redness of the tongue and lips. Liver and dairy products are good sources of this vitamin.

Niacin enables cells to use other nutrients and helps keep the nervous system healthy. Those who consume much too little of it get pellagra, which has all sorts of unpleasant symptoms from diarrhea to depression, and even hallucinations. Chicken (particularly the white meat), liver, tuna, and peanuts contain much B-3.

Vitamin B-6 helps produce amino acids and metabolize carbohydrates. A B-6 deficiency interferes with the production of antibodies that fight disease. Meat, liver, vegetables, and whole grains are good sources of B-6.

Everybody knows that citrus fruits and tomatoes are big in vitamin C (ascorbic acid), but it may surprise many to discover that modest servings of brussels sprouts, collard greens, and broccoli have as much vitamin C as four ounces of orange juice.

Among the minerals that we need, calcium and iron are probably the most familiar. Because calcium is essential for the development of bones and teeth, children need more of it than adults. Milk and other dairy products are the best source of calcium, the absorption of which is helped by vitamin D. According to Dr. Jacobson, anxiety may reduce the rate of absorption.

Everyone needs iron because it helps our red blood cells carry oxygen to all parts of our body. Women—especially those who are pregnant or nursing—need more iron than men. Meat, chicken or beef liver, and blackstrap molasses are good sources of iron. Beans

have a lot of iron, but the body has difficulty absorbing it. Vitamin C helps the body absorb iron.

Magnesium is important to our metabolism. The average American diet doesn't provide enough of it. Nuts, beans, and whole grains are rich sources of magnesium.

Our bodies need tiny amounts of other minerals—zinc, copper, manganese, chromium, and molybdenum, among others. To cite just one example of this need, a recent study made in Denver showed that children with a deficiency of zinc were smaller and weighed less than other children of the same age.

In order to avoid undue complexity, Dr. Jacobson's ratings do not take into account some essential nutrients, such as pantothenic acid and zinc. Similarly, they do not consider food additives that are potentially dangerous. These include some artificial food colorings and sodium nitrite and sodium nitrate which are used as preservatives in bacon and many delicatessen-type foods, such as ham, liverwurst, salami, and most hot dogs. The dyes and preservatives are possibly cancer-causing ingredients.

Dr. Jacobson's approach to evaluating food provides a good deal of information that has been generally ignored or unknown. Here are a few random examples: The vegetables that get top nutritional scores are frozen collard greens, kale, frozen broccoli, and turnip greens with ratings of 126, 118, 116, and 111 respectively. The four low scores are diced beets, iceberg lettuce, cucumbers, and celery—all of which offer little except for their high fiber content. His rating chart tells you chopped broccoli rates 33 points less than broccoli spears and that a baked sweet potato at 82 points beats out a boiled white potato by a whopping 57 points.

Fruit ratings are equally surprising. The top-rated four are cantaloupe, watermelon, oranges, and strawberries at 99, 74, 68, and 50. The bottom four are blueberries, prunes, apples, and plums at 16, 16, 12, and 9. Who would expect that a wedge of watermelon would upstage an apple!

The score on canned fruit varies markedly depending on how it is packed: Water-packed peaches rate 16 compared to –24 for those packed in heavy syrup and –6 for those in light syrup.

As might be expected, Dr. Jacobson frowns on junky snacks but endorses in-between meal tidbits like nuts or fresh fruit.

Among his no-no's are bacon, bologna, and hot dogs, not only because they have lots of fat and very few vitamins and minerals but because they also contain nitrite.

You may already have been familiar with most of the information discussed thus far. If so, however, the chances are that you learned it on your own and not at school, which over the years has generally given no more than a nod to nutrition education.

Dr. Jacobson and other nutritionists feel that the time is long past for such education to become an important part of the basic school curriculum. Until it is, children and many adults will continue getting most of their information and misinformation from the food industry, which spends a staggering amount each year convincing us of the "benefits" of their products. (Dr. Jacobson says that in 1973 the combined advertising budget of Coca-Cola and PepsiCo was bigger than the budget for food programs of the Food and Drug Administration's Bureau of Foods.)

Not long ago, Jean Mayer, the distinguished Harvard University nutritionist, called for "a massive effort in nutrition education."

Pointing out that our medical expenses have risen from $12 billion in 1950 to $106 billion in 1974 "with essentially no improvement in the life expectancy of our adult citizens," Dr. Mayer also said that "nutrition must play a major role in preventive medicine, which in turn is our major hope to lengthen and improve the life of our citizens while reducing the cost of our health system."

Dr. Jacobson agrees with Mayer that educating (and convincing) Americans to eat better should result in "greatly reducing the prevalence and terrible personal and social costs of the unnecessary diseases."

It is this fervent conviction that has spurred him on to write such books as *Eater's Digest* and *Nutrition Scoreboard* and to prepare or encourage the preparation of materials for use in the classroom. He believes that teaching children in ways that will be enjoyable instead of boring can actually change their eating habits for the better and may help their families as well.

He and coauthor Wendy Wilson wrote the booklet, "Food Scorecard," a condensed version of *Nutrition Scoreboard,* especially for student use. In addition to the text, it has several charts giving nutritional scores for such things as canned soups and snacks.

Another publication that may be useful in nutrition education is a 210-page book called *Creative Food Experiences for Children.* Written for use with children rather than for the children themselves, it enables teachers to involve children in all kinds of informative, enjoyable food experiences, from growing things in the classroom to putting on a birthday party to making tiny cheese pumpkins for Halloween.

For a price list of educational publications, contact the Center for Science in the Public Interest (1779 Church St., N.W., Washington, DC 20036), a nonprofit, tax-exempt organization, whose staff of scientists devote themselves to developing information about and interest in better nutrition.

—Marion B. Tucker, *senior assistant editor,* Today's Education.

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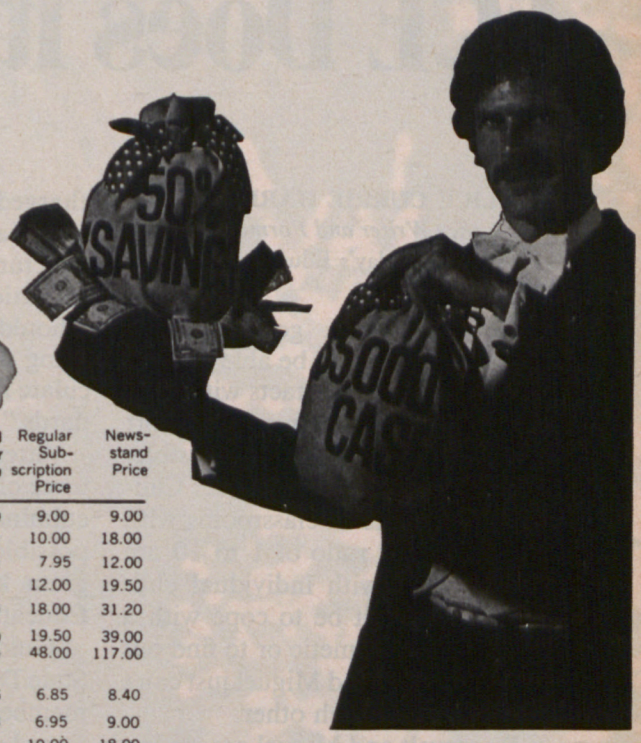

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CIRCLE QUICK-ACTION CARD NO. 3

CALIFORNIA'S EARLY CHILDHOOD EDUCATION PROGRAM

ECE Does It...

By **ALICE CURRIE HARDING**
Free-Lance Writer and Former Editorial Associate of Today's Education.

For many years, good teachers have yearned to be able to have more one-to-one contacts with their pupils. Typically, however, this sort of get-together is rarely possible. Now, in some districts all over California, teachers in classrooms with an adult-pupil ratio of 1 to 10 are free to work with individual children, whether it be to cope with a hang-up in arithmetic or to find out why Roosevelt and Miguel just can't get along with each other.

Roosevelt and Miguel are among about 250,000 children who are participating in the state's Early Childhood Education Program, a new approach to primary education.

Wilson Riles, California's Superintendent of Public Instruction, visualizes a day when primary schools will do their job so well that school failures will be rare and remedial education will seldom be needed in the state—a day when all California youngsters who enter fourth grade will have sufficient understanding of themselves as well as of the language arts and math concepts to be able to deal competently with future school tasks. To hasten that day, California educators and concerned lay citizens, parents and nonparents alike, are cooperating in a massive reform effort.

Soon after he took office in 1971, Riles appointed a blue-ribbon task force of experts in child growth and development to look in depth at primary education to determine what would make it better. He charged the task force with drawing up a comprehensive plan for restructuring and revitalizing primary education. "No child," he told them, "should leave third grade without being able to read, write, and calculate in accord with accepted standards."

After much deliberating, the task force offered recommendations that culminated in legislation making possible a bold new primary program known as Early Childhood Education (ECE).

Guided by the recommendations, State Department of Education staff members drew up and the State Board of Education adopted as official policy the "Early Childhood Education Proposal: A Master Plan To Redesign Primary Education in California." The Plan called for—

- Individualization of instruction to meet each child's capabilities and needs.
- Diagnostic and prescriptive profiles for each child.
- Active, continuous involvement of parents in their children's education.
- Learning experiences that develop positive attitudes and feelings of self-worth in each pupil.
- Rewarding districts with successful programs by permitting them to expand ECE into more schools.

Before ECE could be launched in the schools, its authorization and funding had to be put into law. This involved some heated debate and some compromise. For example, the original recommendation that ECE include four-year-olds brought forth harsh, sometimes hysterical, opposition. As Riles describes it, "I was accused of snatching babies from their mothers' arms and forcing them to read before they were weaned." As a result of the opposition, the prekindergarten phase of the plan was shelved. On the other hand, the proposal that parents serve on local advisory boards did not go far enough for some parents, who demanded, successfully, that parents be involved in planning local programs.

In what one task force member describes as a cliff-hanger finale, 10 months after the bill's introduction and only days before the legislature adjourned, ECE became law, with an appropriation of $25 million for its first year of operation.

The ECE programs began in school year 1973-74. Approximately 14 percent (about 172,000 children) of the state's five-to-eight-year-olds in 1,013 schools in 800 school districts were ECE's pioneers. In 1974-75, an appropriation of $41 million enabled ECE programs to proliferate to serve about 250,000 children in more than 1,300 schools. ECE has $63.2 million for the 1975-76 school year.

ECE has been called bold, revolutionary, new, and yet it employs many time-tested techniques to teach subject matter that is basically the three R's. Seldom, however, has a program attempted to put together all the factors that contribute to a good learning situation. Seldom has a program had the goal of personalizing education for every child by providing specific, custom-tailored experiences to make possible the fullest realization of potential. And ECE rewards successful districts

rather than penalizing them. In common practice, when a district has reached the goals of a particular program, outside financial support ends. In ECE, on the other hand, districts with successful programs can expand their programs.

Although all ECE programs must follow the Master Plan, there is no such thing as a typical ECE program. "We are not mandating methodology or objectives," says Riles. Every district has its own program, formulated according to what representatives of its educators, parents, and other members of the community believe will best suit their district's particular needs. Beyond this, faculty-parent groups at individual schools may modify the district program to meet their special situations.

In programs that conform to the guidelines, ECE teachers add administration to teaching. Each classroom is organized according to the teacher's preference. The aides, all of whom are trained and who continue to be in training, whether at staff workshops or in community college courses or both, work under the teacher's direction.

What ECE programs have in common is a dedication to making it possible for all the children to work at their own rate of speed on their own individualized course of study. Indeed, if there is any one word for ECE, that word is *individualization.* A combination of ECE special funds, which go to pay for additional personnel and to purchase equipment and supplementary materials, and involved parents and community members who serve as volunteers in the schools helps make this individualization possible. Supplementary materials enable children to work alone at their own pace, while the aides and volunteers free the teacher to spend time with individual children.

Recently, I visited a number of ECE classrooms in two adjacent but demographically different districts. Wherever I went, I saw busy, happy children and enthusiastic adults, and I sensed warmth.

The first school I visited, Sherwood School in Salinas, is a large one that serves the area where the big packing sheds are and where the air is heavy with the aroma of chocolate that comes from the Nestlé plant. Many of the children at Sherwood come from bilingual homes where Spanish is the first language. Twenty-five percent of Sherwood children have parents who are non-English speaking.

One might not expect much parental involvement here, but Sherwood parents serve on the planning and advisory boards and help in many ways around the school. As is the case in other ECE schools where English is not the home language of a large proportion of the enrollees, all school notices are bilingual.

A number of community college students serve as aides at Sherwood. I stood in the sun on the school steps and watched a young aide, a Chicano, as he helped five six-year-olds from Spanish-speaking homes to read in Spanish. (My guide explained that many educators believe that learning to read is much easier if you start with the language you already know. He added that some Spanish-speaking parents insist, however, that their children start their reading in English, and these children are provided for.)

At Sherwood, some ECE money goes to employ a folk-dancing teacher. Folk dancing is part of the cultural heritage of the Mexican people, and parents want their children to be able to carry on the traditional dances. When I was there, the children were practicing for the Cinco de Mayo festival. This festival was a means of involving some mothers who work all day. They went to school after work to gather in the "community room" and to sew on costumes for the festival. My guide explained that several adult groups use this room, which he believes is causing people to regard the school as "our" school instead of "theirs" and may account at least partially for the fact that Sherwood is no longer plagued by vandalism.

In a third grade classroom at Sherwood, the walls were covered with drawings of trains and pine trees. This class had made a Saturday field trip to Felton, in the Santa Cruz Mountains, and had ridden on an old steam train that chugs along a few miles of track through a pine forest. The children were entranced. The outing motivated not only artwork but oral and written stories and even some arithmetic and nature study experiences. A side benefit was that one parent for every five children went along.

In this same room, the teacher asked the children if any of them would like to read to me. About 10 volunteered. Some read in English, others in Spanish, and three in both languages. The readers these children were using ranged considerably in difficulty, but I could sense each child's pride in accomplishment. For me, this was an object lesson of how, in ECE, children seldom fail because they never get too difficult a lesson, but neither do they get bored because they must wait for others to catch up.

The second group of ECE classes I visited was at Monte Vista School, high in the hills of Monterey. Before ECE, Monte Vista had not qualified for special funding because it serves few poverty-level homes and is too small to receive other special support granted to schools whose enrollment is over 650. Monte Vista has unique challenges to face, however. Monterey, in Steinbeck's day a little fishing town, includes a large academic community today, with four institutions of higher learning and a cluster of think-tank industries.

Monte Vista's enrollment includes children of professors and graduate students, along with many whose parents are local business and

professional people. A number of children from the academic community speak little or no English when they enroll. As in every school, some children have learning disabilities, and a large number have average or better learning ability. An astonishing 25 percent qualify as mentally gifted minors.

Community and parental involvement is no problem at Monte Vista. For example, 15 volunteers from the community offer elective courses in subjects that include Spanish, French, drama, and carpentry. Pupils may spend an hour or two a week participating in an elective chosen by them and their parents. Supplies for these electives are purchased with ECE money.

Parents and grandparents seem to be everywhere in the Monte Vista primary department. Last year, about 75 volunteers helped in the classrooms and in preparing instructional materials and with the ever-present paperwork. I arrived at one classroom just as the children were coming in from recess and stood watching them collect their language arts assignments, known in ECE as contracts.

"Whose grandma are you?" a little girl asked me, adding, "My grandma's here today, too." She pointed to her grandmother, who was helping a boy find the word *sieve* in the dictionary. "Just remember *i* before *e*," she told him as she moved on to help someone else.

Monte Vista is the neighborhood school for the area where I have lived for five years, so I knew someone in almost every room I visited. They were all eager to show me their workbooks, stories, and projects. They were proud of their accomplishments, and for these children learning is fun.

Monte Vista uses some of its ECE money to employ half-time a certificated teacher who presides over what is called the learning lab. Her primary duty is to provide supplementary arithmetic experiences to children who are working at levels in arithmetic beyond their age expectancy. In addition, this most enthusiastic and hard-working young woman spends one hour a day supervising children who, up-to-date on their individual work schedules, come to the lab to explore any area in which they have a particular talent or interest.

I saw something at Monte Vista that might have significance to the whole country. The first two Vietnamese orphans had arrived in Monterey the week I visited. The uncle with whom they are living had brought them to school, but he was unable to stay. Although *hello* was about the only English word these tots knew, they were not obligated to remain in limbo until some of the other children got through to them, in that mysterious way children have of communicating. A mother-aide, who has three children at Monte Vista, is Vietnamese. She took the little strangers under her wing and explained about bus schedules, recess, and all the other things that might have been baffling without her. I wonder if using bilingual aides might not be the means of accommodating the educational needs of the thousands of new Vietnamese children who will be in our schools this year.

Standard tests at the end of the first year of ECE, Wilson Riles has stated, "show that children in ECE schools on the whole are achieving better than one month for each month of instruction in reading and math. This is despite the fact that emphasis in the first year was on schools with the greatest educational needs, which had historically experienced less than one month of achievement for each month of instruction."

Legislative analysts and several scholars have challenged the validity of this claim, criticizing the absence of control groups and suggesting that a few children may have made such spectacular gains as to bring up the apparent performance of the whole group. According to the State Department of Education, however, further testing has verified Riles's claims of success.

Arlene Magnus of the California Teachers Association Center for Instruction questions why standardized achievement tests are used almost exclusively in evaluating ECE. She asks, "Why do we base judgments of what happens in school on standardized tests?" She feels that it would be much more realistic "to use a balanced evaluation approach which studies all the building blocks to learning."

Some have raised questions about the lot of teachers in ECE. I put three of these questions to Dr. Magnus. Do teachers resent sharing their classrooms and their pupils with nonprofessionals? Do they have only token representation on planning boards and thus have no real say in what school programs will be? Do they feel threatened because outsiders evaluate the success of the program? According to Dr. Magnus, in some instances all these questions must be answered with a yes. This is not the case, however, when a program is working well. Teachers realize that parent-aides are in classrooms to help, not judge. According to ECE guidelines, teachers should have representation on planning boards. They must have meaningful involvement and make their wants known. As to resentment of evaluation by outsiders, Dr. Magnus points out that teachers can and should be involved in the evaluation process.

I liked what I saw and sensed in the ECE classes I visited. I liked seeing the teachers doing things their own way—some classes were almost formal, for example, and others had the air of a birthday party. I liked seeing no child sitting half asleep from boredom and no child being obstreperous in order to gain attention. In short, all signs appeared to me to point toward continued success for ECE. □

...Or Does It?

Fullerton Elementary School District has worked under the ECE program for three years. State evaluations have rated our programs at four schools above the 75th percentile among all California ECE schools. Two additional schools are being added next year.

The District Advisory Committee, of which I am a member, only functions when a stamp of approval is needed to get a program into operation, and no programs have been turned down at the state level.

The teachers' satisfaction with the program seems directly related to the administrator involved. Some administrators require many extra meetings, which add to the teachers' work load.

All teachers involved in ECE in our district are overwhelmed by the number of added hours needed for record keeping. They find this a very negative part of the program and believe this component can be satisfied only by hiring a paid record keeper, which of course would take funds away from the classroom.

Some teachers have received fine support from volunteer aides. Others find parent aides unsatisfactory, as their attendance is often interrupted by home responsibilities.

Another concern of teachers is that parent aides tend to criticize teaching methods they really don't understand in spite of their training in in-service workshops. Teachers wonder if this criticism is not detrimental to good school-community relationships.

The certificated nurses are greatly concerned that using volunteer community aides instead of professionals for health screening undermine certificated personnel.

The ECE program has caused little change in the achievement scores of our students, who come mainly from middle to upper income families.

On the whole, our teachers are supportive of ECE but feel the pressure of added hours and duties.

—Sally Newhard, *first grade teacher and CTA State Council Representative, Fullerton Elementary Teachers Association.*

We are enthusiastic about ECE. Our school has been an Early Childhood school for two years.

We feel that the ECE concept has helped make improvements in the children's attitude toward school. This change in attitude has been evidenced by improvement in attendance and children's desire to communicate with others.

During our second year in the program, our enthusiasm dampened a little. It became apparent that several areas of conflict should be settled. One involves conflict between state and federal guidelines. Our school has several state and federal programs in progress. Each has a set of ambiguous guidelines, leading to many interpretations by parents, state representatives, administration, and staff.

The interpretation of guidelines limits the areas where the funds are to be spent. These limitations directly affect classroom programs. Decisions made concerning program have not been reached through cooperative effort between parents and school personnel.

The guidelines for use of parents need to be clearly defined. Parental involvement should be an integral part of the program so that staff and parents can work together for the positive improvement of children's education.

The present interpretation of guidelines creates conflict between staff and a few vocal parents. We need to emphasize cooperation of all groups, not control by any one.

In the two schools described in the article, it is obvious that total group cooperation is present. This combined effort will result in quality education.

—Charlotte Butler *and* **Penny Howard,** *teachers and members, Bassett Education Association.*

I have been involved in an ECE program in the Downey Unified School District for the past two years. Our school program was developed by a committee of parents, teachers, and the principal.

Although I could make many comments regarding ECE, I will limit my remarks to three:

1. One teacher in our lower primary team has seen a decided improvement in the way children behave toward one another since institution of the ECE program. They have greater tolerance and consideration for others and are more respectful of property that belongs to someone else.

2. A kindergarten teacher feels that teachers are in danger of becoming facilitators — directing adults and aides instead of teaching children. Parents must be trained to man learning centers, test and tutor individual children, record stories dictated by children, or direct and supervise games.

3. Individualized instruction, which is developed on a continuum in reading, math, and language, requires hours of preparation and recording if teachers are to move each child from one level of learning to another without delay.

—Barrie Dasso, *kindergarten teacher and president, Downey Education Association.*

It's Time That Teachers Be Heard
on pending copyright legislation.

By BERNARD J. FREITAG
Teacher of German, Grades 9-12; Coordinator for Foreign Language Department, Council Rock High School, Newtown, Pennsylvania.

Teachers have a tremendous stake in the eventual outcome of the current Congressional efforts to revise the outmoded U.S. Copyright Law, which has not been substantially updated since 1909. They need to be aware that whatever copyright law is finally passed will determine to a great extent their ability to use copyrighted materials in the classroom for years to come.

Teaching is no longer limited to the use of a single textbook. Good teachers, creative teachers, use bits and pieces of all sorts of written, pictorial, and graphic materials geared to "the teachable moment" when students are best able and most ready to learn. And in so doing, they help create markets for an author's works by giving them visibility.

Classroom teachers at every level must be able to practice ethically within the framework of a copyright law which will enable them to teach as well as they know how and which will enable teaching and learning materials to be as accessible as possible without adversely affecting the potential market for such copyrighted works.

If the legislation is passed as proposed in HR 2223, many of the positive educational practices teachers now employ in the use of materials will become either impossible or at best legally questionable. This regressive bill curtails or repeals existing rights for education—rights which have been established in practice through the years. Classroom teachers, indeed, all educators must object, therefore, to the pending legislation. They can do so on a number of grounds.

Classroom teachers everywhere will shudder to know that HR 2223 authorizes statutory damages up to $50,000 to be imposed on an educator by a court for each infringement of copyright if the court determines that the teacher willfully infringed the law.

In order to protect classroom teachers, an exemption must be written into the law stipulating that nonprofit use of a portion of a copyrighted work for noncommercial teaching, scholarship, or research is not an infringement of copyright. Educational users of copyrighted materials need special protection over and above that provided commercial users because they work for people, not for profit.

This limited exemption for the noncommercial educational user would put on the publisher the burden of proving that the teacher had infringed. This is an important and reasonable protection for the teacher.

Under the present Copyright Law, the courts have ruled on the "fair use"[1] doctrine over and over again, but no real definition of the concept has ever emerged as a result of these rulings. The courts have evolved criteria which provide some gauge for the balancing of the equities, but which are in themselves insufficient to provide the certainty that teachers and other nonprofit educational users of copyrighted materials need for their protection.

The recent split decision by the Supreme Court in the *Williams & Wilkins* case[2] validates the assertion that fair use is unreliable at best and is, in the words of the Court of Claims, an "amorphous doctrine." HR 2223 leaves it in that status. One may reasonably inquire how a classroom teacher should be expected to know what constitutes fair use if members of the Supreme Court are unable to reach agreement on whether a given use of a copyrighted work is a fair use.

Classroom teachers could never condone "under the table" uses of copyrighted material. What they need and want is reasonable certainty that a given use of a copyrighted work is permissible so that they won't be afraid to use relevant and applicable materials and resources in the classroom to facilitate the educational process.

(Continued on page 91)

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[1] "Fair use" is a legal privilege to use portions of copyrighted works in a reasonable manner without the consent of the copyright owner. The courts have established criteria for what constitutes "reasonable" use, and HR 2223 would incorporate such judicial criteria into statutory form.

[2] *Williams & Wilkins Co. vs. United States* sustained the right of two federal medical libraries to furnish any of their readers with a single photocopy of an article in a scientific journal owned by the library. This ruling was enunciated by a 4-3 vote of the U.S. Court of Claims, which was affirmed without opinion by a 4-4 vote of the U.S. Supreme Court on February 24, 1975.

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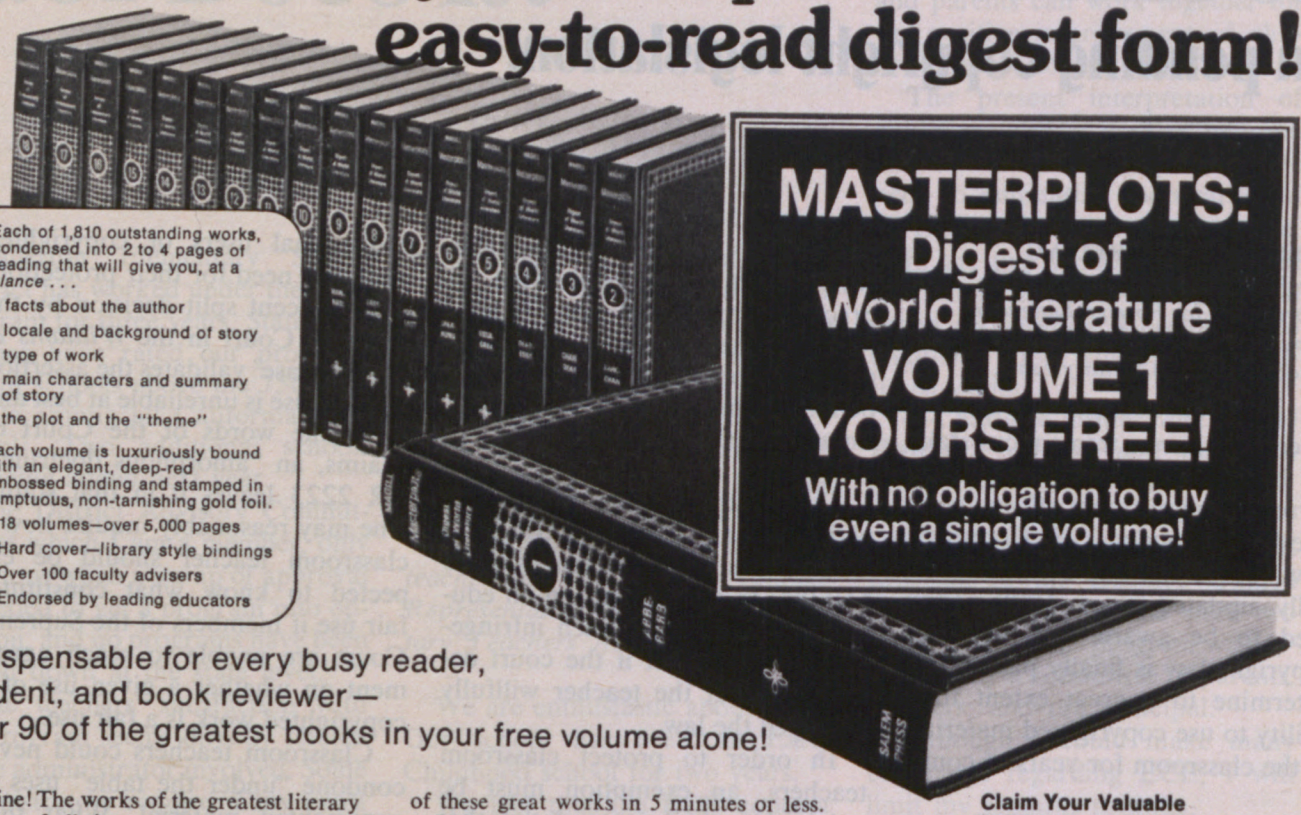

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Making Multimedia Music

By JO ANN C. BAIRD
Music Specialist, Mesa School, Boulder Valley Public Schools, Boulder, Colorado.

A music class is going full tilt in an elementary school. Pupils play Autoharps, bells, pianicas (inexpensive portable keyboard-like instruments); small groups compose with tape recorders or electronic modules; boys and girls enjoy music at a listening center. They work on the floor, in hallways, anywhere. Their location doesn't matter; their individual involvement in the creative process does.

Because the early years are so important in building young pupils' interests, attitudes, and skills, classroom teachers (even those without specific or recent training in music) need to expose them to a wide variety of music—folk, jazz, rock, classical, ethnic, atonal, and so on.

They should also provide them with aural, vocal, and motor experiences, which should include spontaneous as well as guided responses.

For example, in giving an aural and motor experience, the teacher might play recorded music and suggest that pupils step into their imaginary bubbles and move various parts of their body to the rhythm or beat of the music. If the children are perceptive listeners, they might respond with large movements for loud music and smaller ones for softer music. This is also a means of observable evaluation.

Helping children to develop their singing voices and to express feelings with their voices is extremely important during the early years. Teachers might encourage pupils to create their own melodies and lyrics about a picture or to singsong a conversation so that they become intent on the subject and freely respond without being self-conscious about their voices.

Singing experiences can be greatly enhanced if children accompany themselves with instruments such as tambourines, maracas, or claves. Adding various short rhythmic or melodic patterns with other instruments can be effective, also. Certain folk and pop songs lend themselves to such bodily responses as clapping or snapping the fingers to the beat of a song.

Before pupils are able to discriminate among sounds, they must explore and produce sounds of various tonal qualities. They might tap on potato chip cans filled with different amounts of rice or sand, pluck the vibrating strings of an Autoharp, or explore the scale with resonator bells.

Most classroom teachers are already familiar with several approaches to individualizing instruction, and they can use these to prepare a sound-exploration center in the classroom. *Music in Early Childhood,* prepared by Barbara Andress and published by the National Commission on Instruction of the Music Educators National Conference (MENC), states: "Whether simple or sophisticated equipment is provided for exploring sound, the media will only be as good as the multiple ways in which the creative teacher envisions them used."

All students, regardless of their age or grade, enjoy playing classroom instruments. These instruments can provide an exciting experience for all those involved and can do much to develop children's musical understandings. To encourage pupils to play instruments, the teacher can involve them at a bell center where their first task is to play a familiar song following an alphabet notation in which the rhythm is indicated by lines of various lengths under the letters. By associating the letter names on the bells with the alphabet notation, pupils experience immediate success in reading music—at least from letters of the alphabet. Their next task might be to play the same familiar song while following a musical score.

When they can perform the song in rhythm, they can progress to a learning center with pianicas. Instead of playing with a mallet as they did with the bells, pupils use their hands on the abbreviated keyboard to play this instrument. They begin by playing a familiar song in the key of C, which eliminates the use of any black keys. Then they gradually progress to successive songs in the keys of F (one flat), G (one sharp), and so on.

Another popular instrument which students may learn to play at a learning center is the Autoharp. It is a portable and easily learned folk instrument that can be secured at a reasonable price. A kindergartner can strum an Autoharp while the teacher manipulates the chord bars. An older student may learn to strum and change to several chords within a song or may learn to pick out the melody line by plucking individual strings. ➔

The first learning packet for the Autoharp should include songs using only one chord, such as "Are You Sleeping?" but succeeding assignments should include songs which involve more and more chord changes. Ultimately the pupils themselves will determine the chords needed for playing a particular song.

If several Autoharps are available, pupils can practice at their own pace or form a small Autoharp ensemble.

Teachers can also set up listening centers with record players or cassette recorders and filmstrip viewers. They might alternate listening centers that use earphones with ones that require active responses, such as composing a piece of music with either classroom instruments or electronic modules.

Two new devices that are turning kids on are the portable electronic keyboard lab that has programmed instruction on earphones and the Key/Note Visualizer that is connected to an electronic piano. The latter allows the pupil to simultaneously hear and play a chord or melody as well as see it on a lighted musical staff above the keyboard.

According to *Individualized Instruction in Music,* compiled by Eunice Boardman Meske and Carroll Rinehart for the MENC's National Commission on Instruction, "A design for learning involves the process of creating music by composing and improvising; performing music by singing and playing; describing music by moving, verbalizing, and symbolizing." Teachers who develop active involvement in their student-centered classroom can eliminate the bars of traditionalism and free their pupils to explore and enjoy multimedia experiences in the world of music. □

Let's Set the Record Straight on Student Rights

A Statement by the NEA General Counsel

On January 22, 1975, the United States Supreme Court handed down its decision in *Goss v. Lopez*. This decision, which deals with the procedural rights of public school students who are faced with possible suspension, has been subjected to severe criticism by various commentators, including AFT President Albert Shanker writing in his February 9 regular column [paid advertisement] in the *New York Times*. These criticisms reflect such a basic misunderstanding or purposeful distortion of what the Court did and did not do in the *Goss* case that it seems appropriate to set the record straight.

In this decision, the Court ruled that the due process clause of the Fourteenth Amendment requires, in the case of the suspension of public school students for 10 days or less, that (1) the students be given oral or written notice of the charges against them;(2) if they deny the charges, they be given an explanation of the evidence in the possession of the school authorities and an opportunity to present their side of the story. The Court concluded that the due process clause "requires at least these rudimentary precautions against unfair or mistaken findings of misconduct and arbitrary exclusion from school," noting that these requirements "are, if anything, less than a fair-minded school principal would impose upon himself in order to avoid unfair suspensions."

The Supreme Court recognized that a suspension, even for a short period of time, could not only seriously damage a student's standing with fellow pupils and teachers but also could interfere with later opportunities for higher education and employment.

The Court took cognizance of the fact that many colleges specifically inquire as to whether an applicant for admission has ever been suspended and that many employers require similar information. The Court also observed that the disciplinary process is not "a totally accurate, unerring process, never mistaken and never unfair."

Disciplinarians, said the Court, although proceeding in utmost good faith, frequently act on the reports and advice of others, and the controlling facts and the nature of the conduct under challenge are often disputed. Thus, the Court concluded, the risk of error is not at all trivial.

The danger of proceeding without procedural safeguards is well-illustrated by the facts in the *Goss* case. One student was suspended for conduct which did not occur on school grounds and for which mass arrests were made—a situation hardly guaranteeing, as the Court noted, careful individualized fact-finding by the police or the school principal. This student claimed to have been involved in no misconduct, but she was suspended for 10 days without being told what she was accused of doing or being given an opportunity to explain her presence among those arrested.

Similarly, a second student was suspended along with many others in connection with a disturbance in the lunchroom, although he claimed that he was not involved in the disturbance. He was never told the basis for the principal's belief that he was involved nor was he given an opportunity to explain his presence in the lunchroom.

To suspend students without giving them a chance to tell their side of the story, particularly if the teachers in the school system have the right to a hearing when they are threatened with disciplinary action, would certainly not seem consistent with the principles of fairness which the schools seek to instill in our nation's youth.

The students inevitably will perceive as hypocritical the inconsistency between the professed values of the school system and its actual practices. Predictably, this sense of hypocrisy, in turn, will produce more of the very student disorders for which discipline is often imposed.

There is evidence, moreover, that

minority groups are treated discriminatorily in the disciplinary process. For example, in connection with the desegregation of the schools in the South, a disproportionate number of black students have been suspended or expelled. The basic procedural safeguards now required by the Supreme Court will render it more difficult for school authorities to engage in discriminatory treatment of minority students.

If a teacher were suspended for even one day without an opportunity to be heard on a charge of engaging in a prohibited activity when the teacher claimed to have been elsewhere at the time, presumably the teaching profession, without appreciable dissent, would protest the action as unfair. Why then should school authorities be permitted to suspend a student for participating in a student disorder when the alleged offender claims not to have been a participant and is not given an opportunity to be heard on the issue?

Indeed, the relationship between fair procedures in student discipline and fair procedures in teacher discipline was a central reason for NEA's participation in the *Goss* case. And the *Goss* decision, in fact, promises to be helpful in securing greater due process rights for teachers.

First, *Goss* bolsters the case for *pre*suspension and *pre*termination hearings. Second, *Goss* makes it clear that the *likelihood* of substantial interference with prospective employment opportunities stemming from disciplinary action is sufficient to establish a deprivation of "liberty," and thus to invoke due process guarantees, without the need to show *actual* interference. Third, *Goss* substantially strengthens the teachers' case for liberal interpretations of Supreme Court due process rulings, since it does not seem equitable to require procedural protections for a student suspended for only one day but to permit a teacher with many years of service to be released without any procedural protection whatever.

Nothing in the Supreme Court's decision prevents teachers and administrators from dealing efficiently with disruptive students. The Court ruled that there need be no delay between the time notice is given and the time of the hearing.

In the great majority of cases, the Court noted, the disciplinarian may informally discuss the alleged misconduct with the student minutes after it occurs. The Court held only that in being given an opportunity to explain his or her version of the facts at this discussion, the student must first be told what he or she is accused of doing and what the basis of the accusation is.

The Court, moreover, acknowledged that "there are recurring situations in which prior notice and hearing cannot be insisted upon. Students whose presence poses a continuing danger to persons or property or an ongoing threat to the academic process may be immediately removed from school," with the necessary notice and a rudimentary hearing following as soon thereafter as practicable.

The fear that educators will not be able to discipline students efficiently as a result of the Court's ruling is belied by the fact that the requirements imposed by the Court do not exceed those already in effect in many school systems, including such large ones as Pittsburgh and Seattle.

In fact, some school systems have voluntarily adopted far more stringent procedural requirements. For example, the Seattle school system [indeed, all districts in the state of Washington] requires that students who are confronted with a possible suspension be afforded the right to be represented by legal counsel, to offer the testimony of witnesses and other evidence in their own behalf, to question any witnesses against them, and to have a hearing before an impartial hearing authority.

The *Code of Student Rights and Responsibilities,* developed by the NEA's Task Force on Student Involvement, which was received by the NEA's 1971 Representative Assembly and referred to the NEA's Executive Committee and Board of Directors for implementation, would provide these and similar safeguards in cases of suspension for more than one day.

Those who are opposed to the Court's decision have asserted that it jeopardizes the existing nonadversary relationship between teachers and students. Teachers should remember that a similar argument —the alleged need for a nonadversary relationship between teachers and administrators—has been used by many school boards as a basis for opposing collective bargaining and for refusing to afford teachers fair procedures in connection with teacher discipline. Neither in the case of teachers nor of students should a cloak of paternalism be permitted to becloud the issue of fundamental fairness.

In *Goss v. Lopez* the Court was dealing only with suspensions for alleged misconduct. No issue was presented as to the due process rights, if any, of a student threatened with a failing grade, denial of promotion, exclusion from extracurricular activities, or placement in a vocational track or in a school for students of less than average ability.

We do not agree that the logic of the majority opinion necessarily extends to matters of this type, in which the determinations normally are not premised upon specific acts of misconduct.

Whether and to what extent students or their parents should have the right to discuss these matters with the school authorities, either before or after the determination is made, is a question which can and should be considered on its own terms. The *Goss* decision in no sense forecloses such consideration. □

Students Discuss Student Responsibilities

No more than three years ago, our highest public officials were preaching to America's young men their "responsibility" to fight in Indochina to preserve our country. Today, tens of thousands of those young men who heeded that call lie underground, having died in a way that even our top policymakers cannot justify coherently.

After young America was admonished that it had a responsibility to work within the system for needed changes, Watergate proved that working within the system cannot remove blatant corruption from office (after all, it wasn't the impeachment process or the law enforcement officials that did it, but a maverick, aggressive judge and investigative reporters who refused to play by the system's rules).

Five years ago, many administrators told students that they lacked the sense of responsibility needed to possess full constitutional rights. Today, the courts have said that in certain areas all students—whether school officials judge them to be responsible or not—enjoy the protection of our Bill of Rights in school.

All these events have in different ways served to sour the tone of the word *responsibility* in the ears of young Americans. And with good reason.

What America has witnessed over the past decade is the erosion of respect for authority which is perceived as illegitimate, a feeling on the part of youth that they have no responsibility to obey power whose only justification is the instruments of fear and coercion which are at its command. Gone are the days, hopefully forever, when students will accept without a fight many of the arbitrary and prison-like attributes of the secondary school, when students will accept the word of politicians and teachers as absolute truth, or when students will march off like "good Germans" to a war over irrelevant real estate.

We now question words like *responsibility,* because they have too often been used as a cloak for unquestioning acceptance of authority. And unquestioning acceptance of authority is precisely what is behind Vietnam, Watergate, and the long-standing deprivation of students' constitutional rights.

In the schools, the reaction to all of this has been predictable. As many of the more oppressive restrictions—hair length regulations and corporal punishment, for example—have vanished, many educators have erroneously assumed that the vacuum must be filled by exhortations for students to fulfill their "responsibilities," which, translated, means the "responsibilities we have outlined for you." These educators often decry "permissiveness" in the schools and return to the rhetoric of student responsibility to assert that students deserve rights only when they show good, citizen-like attributes (obedience, for example?).

Many student rights and responsibilities codes that have been drawn up by school officials are merely attempts to place more restrictions on students to counter their increasing number of constitutional rights.

And the right of high school students to openly criticize their administrations has provoked as much reaction from school authorities as the publication of the Pentagon Papers elicited from the government. Institutions and people, including schools and educators, do not surrender power without a fight. The term *responsibility* has become an important semantical, if inherently meaningless, weapon in that fight.

Needless to say, a school environment in which students possess a healthy post-Vietnam/Watergate suspicion of authority is a milieu in which teachers and administrators will have to handle dissent and student rights more thoughtfully than they have in the past. And perhaps, as classrooms based on student curiosity and student interests multiply, the concept and term *student responsibility* will take on a new, genuine meaning—the responsibility of students to actively determine the direction and goals of their own learning and, ultimately, the responsibility to construct a personal code of moral conduct. That is the most, perhaps, that we can hope for.

—**Armond Cohen,** *member of 1975 Senior Class, Walt Whitman High School, Bethesda, Maryland.*

I look around on street corners and see so many young dudes who have dropped out of school. They're usually standing around doing nothing or getting into trouble. Sometimes I see kids at school who don't seem to care about anything. Some of them drink or mess around with drugs, and they think anybody who doesn't is not with it. I wonder how many of them could have been helped or how many of them could have helped themselves. I know that this is not what I want for myself.

I really want a good education. Just making passing grades isn't good enough. I have to know I've done my best. That's why I spend a lot of time studying, and when I don't have assignments, I look for interesting things to read.

In our school, some kids are in and out all the time. They either get suspended or the police pick them up for something. I couldn't make it like that, so I try to maintain my self-control, avoid hassles, and follow all the rules even though some aren't worth following.

It is important for me to show respect to my teachers, to the administrators, and to my peers. Most of the

time, this isn't too hard to do. But once in a while, when I find myself in a heated situation, I make a special effort not to be disrespectful. Then when I stay out of trouble, I realize my effort was worth it.

Now I am not saying that all responsibilities in school are mine or any other student's. Teachers and administrators also have responsibilities. A kid's academic standing, skin color, or family status sometimes determines his or her relationship with teachers in school. This is why some kids drop out. I have heard kids say that teachers looked at them on the first day of school and decided that they were hopeless.

When I see injustices in school, I get angry and wonder what's the use in trying. But I think about what I want to become, and I think about my parents and keep going. How many times have I heard my parents sighing and complaining about their jobs and how tired they are when they get home. But they don't stop working when they are tired or when they are victims of injustice. One of the reasons they don't stop is because they feel a responsibility to me. One day I hope to show them how much I appreciate their concern.

There are so many temptations in my school. I could easily follow a crowd and cut classes, spend the day at parties, and probably get out of school anyway. But when I graduate, I want to be prepared for college. And when I have completed those four years, I want to be well-qualified for whatever profession I choose. The time to get prepared is now, and the person most responsible for my preparation is me.

—Charles Cain, *junior, Eastern High School, Washington, DC.*

Are teenagers today afraid to stand up for what they believe? Are they scared of the crushing disapproval of others? When will people start thinking for themselves again instead of letting someone else do their thinking for them?

Today's generation has few leaders, but a great many followers. New fads arrive daily. People act, at times, truly on impulse, changing a whole life pattern to mimic another. Fads are not wrong, but why follow them without reason? Are we so submerged in group identity that we refuse to accept individual responsibility?

Responsibilities are a personal issue, not a group one; every student must decide what his or her responsibilities are. This decision is often avoided, although it encompasses the entire gamut of a person's obligations —whether to school, parents, friends, country, or self.

In these days when divorce and working parents are common, some teenagers do not receive instruction in how to become responsible and how to make responsible decisions. The school becomes the only training ground.

Youth of today often resent this helping hand from the school even though it is designed for their own good. Quiet guidance can be the answer. Examples set by teachers and people in the community sometimes provide the best lessons for youth.

The search for a student's responsibilities ought to receive personal attention, tailored to meet the needs of each and every student. Since the major portion of young people's daily lives is spent in school, the greater part of this search will take place there. The school should be a training ground in an awareness of responsibility. The school helps shape our character for the future, making us willing to accept responsibility. For some, it is the only hope.

—Harold Wayne Clemmons, Jr., *member of 1975 Senior Class, East Ridge High School, Chattanooga, Tennessee.*

Adults sometimes envy high school students because they think teenagers have few responsibilities.

If adults look hard, they may see that the high school years are not all fun and games. Young people actually have many obligations to face up to. These may not include those which an adult has, such as buying groceries for a family, making payments on a house and furniture, or holding a full-time job, but they are just as difficult.

The student's first responsibility is to himself or herself. Students should make up their own minds, feel for themselves, with counseling from adults. But students never should let adults run their lives.

For example, if a student doesn't like mathematics or industrial education classes, he or she should take the responsibility of turning these classes down, even if pressured by teachers and parents. Resisting pressure can be one of the hardest responsibilities a teenager must cope with.

One of the main purposes of a high school education is to enable one to think for oneself. After all, the student will soon be out in a fast-changing world, and in order to be able to lead a happy and satisfying life in that world, he or she must learn to be an individual.

Sometimes the most difficult of all responsibilities to handle in everyday school life is the responsibility to one's peers. Sometimes peer pressures are for the better, but too often they are for the worse.

Peer pressure could benefit a lazy boy who gets into a group in which members pressure him to do something that will benefit both the student and the group. However, like the moon, there is always a dark side, and sometimes pressures can force a student to make a wrong decision, to skip school, for example, on the urging of a classmate.

—Christopher Horacek, *senior, Benson High School, Omaha, Nebraska.*

Students have more freedom and opportunities for choice today than they have ever had. As schools have begun to quench students' thirst for freedom, students must now begin to take on more responsibility.

If students were aware of their responsibility to themselves, each other, their parents, and their country, learning would be a worthwhile experience for everyone involved.

The student's responsibility to himself or herself is obvious. While students have the chance to live and learn, they should take advantage of these two privileges to their fullest extent. Instead of wasting precious years and their minds by taking drugs or liquor or by cutting classes, students can have worthwhile and rewarding experiences while in school. There are films to view, books to read, projects to do, cultural activities to pursue, people to talk with, and unforgettable events to experience.

Students have a great responsibility toward each other. To exercise this, they must respect one another. For example, those who are bored with certain classes should try to listen to the class discussion or find something constructive to do instead of disrupting others who may be interested in learning.

Student responsibility toward parents and country is interrelated. If students trace their lineage back to when their ancestors immigrated to America, they will see that many of their forefathers came for a chance for more opportunity and a good education. Americans live in a country that is a constitutional democracy, with a republican form of government. This form of government has set a favorable climate for learning. Billions of dollars per year are allotted to educate America's children. Therefore, students should not shun their opportunity to learn.

If one employs strip mining techniques in digging for coal, the profits may be high, but the earth is being defaced and mutilated. This also applies to learning. There are those who always cut corners or cheat to get something done, but it is the student who does a first-rate job who really achieves.

In order for today's educational systems to be productive, there must be a mutual understanding between teachers and students. Important educational experiences cannot be achieved without the teachers' and students' most sincere efforts to work together for this goal. In school, as well as in life, people must face up to and conquer all the challenges that block their objectives. As Oliver Wendell Holmes once said, "I find the great thing in this world is not so much where we stand, as in what direction we are moving: To reach the port of heaven, we must sail sometimes with the wind and sometimes against it—but we must sail, and not drift, nor lie at anchor."

—**Batya Shapiro,** *senior, Eastchester (New York) High School.*

Big news. The highest court in the land has decided to protect students against questionable suspensions and expulsions. Now everyone is talking about student rights and what kids will do with this extra oomph. In itself, the decision shouldn't mean that much. Most school administrators have probably not made a habit of persecuting students. But the decision implies that high school students are to be treated more as equals. If this is the case, what are students going to make of these new responsibilities?

Or better yet, what *are* student responsibilities?

I asked some of my fellow students what they thought their obligations were. "I guess I'm looking out mainly for myself," said one junior. "I have established my own goals, and attaining them is a personal thing." Most students I talked to came across as "looking out for Number One."

The "honor system" at my school has disappeared completely. In fact, there is a sort of reverse code of ethics. When 35 students are taking a test, the law of the jungle prevails. Cheating is the rule rather than the exception. It is not uncommon for a group of students to walk into an exam fully aware of the exact questions on the test. The reverse code means that a student never, never squeals on a cheater. To do so would be a social atrocity leading to excommunication. Those who don't cheat keep to themselves on test days and pay no attention to what goes on around them.

Do students consider this wrong? "Not really," says one. "I think teachers are aware of what the score is. If it doesn't bother them, why should it bother me?"

There are a million ways to rationalize cheating on a test. Many people don't even consider sharing test questions cheating. In some classes, cheating is a sort of ritual.

Isn't this ritual irresponsible? "No," said a senior, "it's high school." The responsibility many students feel toward teachers will not keep them from cheating. Cheating isn't a spiteful action; it happens on tests given by the best-liked teachers. Students who are concerned with grades and wish to impress a teacher will demonstrate responsibility in other ways. The papers a student hands in to a teacher are a better reflection of student respect than tests. If a teacher is inspiring, student work will mirror that inspiration. It is very much up to the teacher how responsible students will be.

Let's go back to that first student, so seemingly self-centered. After saying he was looking out mainly for himself, he added, "I think a lot about the future. Everything is so screwed up, I sort of think I should work for change." Revelation! Could this mean that high schoolers are concerned with more than pimples and parties? Definitely.

Scratch the surface of a teenager, and you'll find a gold mine of hidden concern. At my school, it shows up in the after-hours activities. Orange paper footprints are plastered on practically every wall and street sign around the school. These glossy feet are hardly the work of vandals but are symbols of a "Walk for Mankind," a community effort to raise money for the needy in such places as Mexico and Hong Kong. High school students make up a sizable chunk of the people participating in this charity campaign.

So what does all this mean? What is the answer to the riddle of responsibility? Individualism? Pleasing peers and teachers? Or is it—and I think it is—a growing obligation that reaches out beyond individual concerns? We're not just here for the ride.

—**Dan Goldberg,** *senior, West High School, Iowa City, Iowa.*

NEA Resolution 75-16. Student Rights and Responsibilities

The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility.

Physical Education for Life

By GEORGE LEONARD
Author and Lecturer. Mr. Leonard's latest book is The Ultimate Athlete: Re-Visioning Sports, Physical Education, and the Body. *Viking Press, 1975.*

In the time of the early Greeks, we are told, there was originally no concept of the body as separate from the mind and spirit. The tingling aliveness of every limb after a run might trigger an intellectual discussion, no less alive and tingling. The flight of the javelin was akin to the flight of the spirit. Life was whole and unified, and we still admire that classic unity in the masterpieces of Greek sculpture.

But then the great games at Olympia and Delphi, Nemea and the Corinthian Isthmus, fell under the spell of professionalism. The pressure for winners became intense. Bribes became commonplace. Olympic victors were given the most extravagant prizes and privileges. The ancient ideal—the unity of body, mind, and spirit—was degraded beyond repair.

By the time of Alexander the Great, Olympic athletes were generally held in disrepute. Finally, under the Romans, the Olympics themselves were disgraced. The Emperor Nero was allowed to enter the Games (which had been put off for two years at his request) as a chariot racer. He fell out of the chariot twice and finally had to give up, after which the judges awarded him the olive crown of victory.

Our present big-time sports have not descended that far, but we of the West have never regained the ancient ideal of body/mind/spirit, pure and whole, and that loss is not merely a theoretical one. As a matter of fact, our present fragmented approach to physical education and the body imposes serious handicaps on every administrator, teacher, and student in our school systems today.

Too often, we tend to think of our elementary school children as little bundles of thought and emotion who also happen to have bodies. These bodies are often a nuisance to us—squirming and moving around when we want them to be still, having to "be excused," hitting out at other bodies.

We find ourselves thinking of physical education or play period as an alternative or corrective to sitting still. The children line up at the door, then explode onto the playground. They run around "releasing" their physical aggression.

Sometimes they are actually encouraged in combativeness through the traditional "games and relays" approach to elementary physical education. Yet we find it strange when they reenter the classroom even more restless and troublesome than before. We are slow to recognize that, far from releasing physical aggression, the traditional approach is likely to *teach* physical aggression.

At the intermediate and secondary school level, physical education may be almost totally cut off from the rest of education. At worst, it is preoccupied with dress regulations and showers to the detriment of all else. At best, it probably plays second string to the extramural athletic program, which benefits only a minority of the students. Again, this program is probably justified, not as an end in itself, but as a corrective, a way of "keeping the kids off the street."

For many of the boys and most of the girls, traditional P.E. is merely something to be endured. In the

◀Photo from "Every Child a Winner," a Title Three project, Ocilla, Georgia.

longer view, however, it may have more serious consequences. Wherever it concentrates on the competitive team sports that most students will not be playing later in life, it helps create passive spectators rather than lifelong participants. Wherever it reinforces the current nonsense that winning is "the only thing" and that everyone except "Number One" is a loser, it increases the number of "losers" among us. To this extent, school varsity programs are joined with what is worst about the professional sports boom, a boom which could turn out to be a health hazard. It might be said, in fact, that—

Our current overemphasis on competitive team sports is making us a nation of weaklings.

Our current overemphasis on winning is making us a nation of losers.

Before we can regain the ideal unity of body, mind, and spirit, we must renounce the idea of the body as instrument, something to be used, to be viewed as if from a distance. We do not *have* bodies. We *are* bodies. The success or failure of the first graders sitting in a semicircle around the teacher depends not just on mental abilities. How can they learn to read if they don't know how to sit comfortably, to relax, to breathe easily, to move gracefully and efficiently?

We do not take leave of our bodies when we perform cognitive tasks. Success in the three R's involves perceptual motor skills as well as health, endurance, and the ability to relax under pressure. And there is reason to believe that even the highest abstract reasoning is closely linked with the physical body; Albert Einstein reported that he first got his special theory of relativity from a feeling in his muscles.

Surely we are due for a reform in the education of body/mind/spirit. In doing the research for my new book, *The Ultimate Athlete*, I discovered that such a reform is not only possible but, in my view, inevitable. Away from the Super Bowl hullabaloo, away from the frantic cries of Number One, other games are being played and played very well. Another movement is now well under way, one that can transform our attitude toward sports, physical education, and the body.

This movement is exemplified by the growing army of joggers, hikers, swimmers, and cyclists, who are becoming increasingly knowledgeable about the benefits—and the long-term joys—of cardiovascular conditioning.

It is exemplified by ever-increasing legions of recreational athletes who turn from their television sets to the pleasures of the courts and of the lakes, streams, fields, and trails.

It is exemplified by experimenters who are now creating new games for the whole family, games with such unexpected and delightful names as Yogi Tag, New Frisbee, Infinity Volleyball, Boffing, the Mating Game, and Circle Football—games in which everyone is on the "varsity" and everyone plays.

It is exemplified by the booming interest in dance and the Eastern martial arts, yoga, and other disciplines, in which, at best, the body, mind, and spirit are seen as unified and in which the movements of the body are seen as joining us to the harmony of the universe itself.

It is exemplified by a new, holistic approach to medicine that views the conventional definition of health (absence of disease) as merely the starting point toward *good* health.

It is exemplified, perhaps most significantly of all, by the New Physical Education approach of the American Alliance for Health, Physical Education, and Recreation (AAHPER). This approach, in brief, involves lifetime sports rather than the usual team sports in secondary school; movement education (the teaching of noncompetitive basic physical skills) in elementary school; and, in addition, individualized instruction and the inculcation of a strong self-concept at every grade level.

Physical education programs that use this approach have a quite novel look about them. At high school level, visitors will note a deemphasis on dress regulations and showers and anything else that might get in the way of instruction and play. They will see more of the recreational sports, such as tennis, archery, and golf, along with more exotic offerings, such as t'ai chi chu'an, body conditioning, yoga, scuba diving, and rock climbing.

At elementary schools, visitors will come upon even more unusual sights: for example, a large group of children learning ball handling, an operation in which every child has a ball and every child is moving. There is no sitting around waiting a turn in this mode of instruction, nor are there any losers.

The New Physical Education has not yet swept the field. The most optimistic estimate has less than a fourth of the nation's schools involved. But it enjoys the full support of AAHPER's leadership and holds tremendous appeal for teachers and parents, once they become acquainted with it. Here, indeed, is an idea whose time has come.

The splitting off of the body from the mind and spirit constituted a major error in Western thought, one that must never be repeated. In returning the body to the educational enterprise, everyone involved stands to gain. Moreover, as I point out in *The Ultimate Athlete*: "We may well discover that sports and physical education, reformed and refurbished, may provide us the best possible path to personal enlightenment and social transformation in this age." □

For more information on the New Physical Education, write to AAHPER—PEPI, 1201 16th St., N.W., Washington, DC 20036.

For information on the new games, write to New Games Foundation, Box 7901, San Francisco, CA 94120.

"Junior High? Good Grief!"

By **CHERYL MILLER THURSTON**
Core (English-Social Studies) Teacher, Bill Reed Junior High School, Loveland, Colorado.

I didn't get much useful information in college about how to teach junior high. Oh, I figured out on my own that junior high kids had to be a little strange; I noticed the odd looks and the muttered "Junior high? Good grief!" comments whenever I said I wanted to teach seventh grade. And I heard lots of What Happened to Poor Aunt Martha When She Taught in a Junior High stories, which, incidentally, turned out to be true.

All in all, I emerged from four years of college knowing next to nothing about junior high kids, let alone about how to teach them. Since I don't think my situation was unique, it would be very helpful if colleges and universities would offer some practical, useful courses to prepare future junior high teachers. The following courses, for example, could prove invaluable.

Knowing When To Play Dumb. At certain times it is best to ignore rather than to pounce. The trick lies in knowing when. For example, when the young man who writes compositions and letters every day about how his teacher is "The Best (or Nicest or Fairest or Prettiest or Funniest) Teacher I Have Ever Had" suddenly mutters "Go to hell" under his breath after he is yelled at, it might be best, providing it really was a *mutter*, for her to pretend she didn't hear it. Chances are he just slipped momentarily and will go back to even more flowery compositions and letters the next day. A confrontation could spoil a nice relationship. However, if the same young man writes "Go to hell" in red marking pen all over his desk, he obviously means for it to be seen and so must be dealt with differently.

Coping with Flying Objects. Junior high kids throw things. A lot. If not watched closely, they will throw the conventional airplanes and spit wads, as well as slobbery wads of chartreuse bubble gum, sunflower seeds, erasers, spiral notebooks, dictionaries, and chairs. Even the most eagle-eyed teachers can't eliminate all throwing, but, if schooled in "Methods of Coping with Flying Objects," they could probably at least eliminate soaring desks from their classrooms.

Developing a Thick Skin. Junior high kids are not known for their tact. If a woman teacher wears a new plaid pants suit to school and has that "looking nice" feeling, some boy or girl is likely to say, "That outfit sure makes you look fat." They are also quick to tell her that she has a run in her nylons, that her new haircut looks weird, that she looks terrible in brown, or that her beads look cheap. One day last February, a young lady set me aback by telling me that my slip had been showing every day for the past four months!

On a less personal level, junior high kids are also likely to say such subtle things as "Boy, is this class getting *boring!*" They are quick to tell you their feelings about anything and everything. Always.

The trick is to learn to be calloused. Preparation in college could help the future teacher learn not to take all such comments to heart except, of course, those like "This is my favorite class" or "Wow! That's a neat outfit!" Then it is best to be a bit less calloused and to accept gratefully what few crumbs the kids toss.

Sex in the Junior High. Most junior high kids are becoming aware of members of the opposite sex for the first time. They spend innumerable hours worrying about them or hating them or trying to forget them or trying to get them to notice them. A course in "Sex in the Junior High" could instruct the teacher in the rigid codes and procedures that exist in any junior high.

For example, in my school there are "going with" or "going together" procedures. Apparently, a boy can be "going with" a girl without ever having spoken to her. Indeed, he can go with her for eight months and then break up without ever having said "hello" to her in the hall. All that is required is for a friend to ask, "Do you like Jennifer?" and "Do you like Bob?" and if Jennifer and Bob both say, "Yes," they are going together. A breakup can be handled similarly through a third party.

Also, it is considered "rotten" for a person to be going with more than one person at a time unless he or she has them separated into certain categories. It is evidently all right for a girl to have a "school boyfriend" and a different "sitting-with-at-the-show boyfriend" if the "school boyfriend" isn't allowed to go to the show on Friday night.

Affection is shown in a wide variety of ways. At the seventh grade

level, it is often shown by an inordinate amount of hitting or name calling, whereas ninth graders hold hands, kiss, or do worse in the halls or under the stage during assembly.

Putting Up With a Junior High Child's Sense of Humor. The young adolescent is packed with giggles. It takes very little, I repeat *very* little, to release these giggles, which easily snowball into hysterics. Professors need to prepare future teachers for this junior high fact of life.

Teachers need to be aware that even a small joke they crack in the course of a classroom discussion will send the kids into fits of hysterics. They are likely to laugh at such diverse things as the teacher's accidentally spelling a word wrong when writing it on the board, a child sneezing loudly, someone tripping, or someone dropping a pencil.

It is impossible to predict the endless list of funny things for which a teacher must be prepared. I know one group who, knowing that spiders cause me to go numb with horror, decided to put a giant rubber tarantula as decoration on top of the birthday cake they had baked me. My scream of terror sent them into insane fits of giggling.

How To Handle True Emergencies. This course would deal with practical ways to become prepared for anything. Included would be advice on how to handle a schoolwide epidemic of perfume squirting, which reaches such serious proportions that all windows must be kept wide open in a mid-December blizzard; how to keep from fainting after walking into a classroom and finding three boys holding a giggling 12-year-old out a third-story window "just for fun"; as well as the more serious problem of how to keep from crying or worrying yourself to death over your inability to really help kids who tell you "Somebody poisoned my dog" or "My parents are getting a divorce" or "How come nobody likes me?"

How To Put Up With Irrelevance. Probably one of the most useful courses prospective teachers could take would be one helping them to develop a high tolerance for irrelevant comments. In the midst of a deep discussion about, say, capital punishment, a teacher must try not to become irate or hopelessly baffled when young Mark suddenly volunteers the information that his aunt in Connecticut's cat had kittens or that his mother burned the spaghetti last night. It is hard to keep a coherent discussion going on for any length of time. Very, very hard.

Learning When To Believe. Junior high students expect people to believe the most incredible things. For example, a teacher may become nauseated at the smell of watermelon bubble gum and finally trace its odor, crackles, and snaps to Cynthia's mouth. When Cynthia is told—as she blows a 20-inch bubble which draws "ahs" of approval from her classmates—to "get rid of it," she will assume the most wide-eyed expression and profess, "I don't have any gum, *honest*," even as she pulls traces of it from her nose and upper lip.

One very healthy young man I know who was trying desperately to get out of a test asked his teacher three times if he could go to the nurse. The teacher, used to the young man's tactics, said, "No." Finally, when the boy came up a fourth time, the teacher asked him exactly what was wrong. The boy clutched his stomach and moaned "high blood pressure." Any teacher could use some lessons in how to keep from either laughing or teeth-gnashing when expected to believe such stories.

Repeating Directions. Junior high teachers should go into their classrooms never expecting anyone to hear them. They should proceed on the assumption that no one ever listens to them. It is easier that way. Then it doesn't bother them so much when, after saying four times that the assignment on the three branches of government begins on page 240, five people ask impatiently, "What page are we supposed to start on?"

The future teacher needs to be told that it never does any good to give a speech about how "nobody ever listens." The kids never hear that either.

Accepting Gifts. A useful college class for prospective junior high teachers would be one that teaches them to accept horrible gifts with composure and a smile. Junior high kids give their teachers presents: bouquets of flowers they happen to mention they picked from the city flower boxes on Main Street or pieces of unwrapped candy that they pull from moldy-looking pockets and insist that you "Go ahead. Eat it now!" They love giving jewelry—39¢ necklaces and pins and earrings. And then they watch carefully to see that the teacher really wears them. If she doesn't, they ask why—again and again and again.

My most difficult moment was when a young man proudly presented me with a petrified alligator's head. At least it looked petrified to me although also alarmingly alive. The thing sat on my desk one whole day grinning and making me very nervous. The next day it was still there, smiling away, but someone had painted that big smile with bright pink lipstick. That helped. Who can be really afraid of a grinning, pink-lipped alligator head?

There are countless other suggestions for college classes aimed at the junior high teacher. Perhaps, come to think of it, though, colleges have the right idea after all. Nothing can really prepare a teacher for junior high students and that is probably good. "Ignorance is bliss," they say, and I'm afraid knowledge, in this case, would result in a definite shortage of junior high teachers.

Which would be too bad. There *are* advantages, you know. I, for example, now have this perfectly lovely, smiling, petrified alligator's head. □

THE TEACHER AND THE LAW

Equal Pay Act: Application to Schools

In 1972, the Equal Pay Act of 1963 was amended to cover professional, executive, and administrative personnel, including staff in public and private education institutions, from preschool to university levels. As a result of this federal legislation, women will increasingly be paid in accordance with job requirements rather than sex-role stereotypes.

The Equal Pay Act prohibits salary and fringe benefit differentials based on sex. In general, the law requires equal compensation for men and women performing work in the same establishment under similar working conditions if their jobs require equal skill, effort, and responsibility. "Equal," under the act, means comparable but does not require that the jobs be absolutely identical. Job titles and assignments do not have to be the same, but job content does.

Equal skill encompasses such factors as the experience, training, education, and ability required to perform the job under consideration. Equal effort is the measurement of the physical or mental exertion needed to do the job, but occasional or intermittent extra exertion does not make a job unequal. Responsibility must be substantially the same. Differential wages are, however, legal where they are paid pursuant to a seniority system, a merit system, or a system which either measures earnings by quantity or quality of production or is based on a factor other than sex.

School districts and other education institutions may be found in violation of the Equal Pay Act for the following kinds of inequitable practices:

- Paying unequal wages and promotional and other increments to similarly ranked members of university departments
- Paying unequal salaries to coaches of men's and women's sports, custodians and maids, male and female school bus drivers, and male and female teacher aides
- Providing unequal expenditures or benefits in retirement plans (In contrast, Title VII of the Civil Rights Act calls for equal benefits even if costs are higher.)
- Paying less to female supervisors, deans, researchers, and administrators than to male ones
- Denying head-of-household and/or dependents' supplements to women faculty
- Denying female teachers an opportunity to obtain family health insurance and other coverage on the same basis as male colleagues.

The Wage and Hour Division of the U.S. Department of Labor is responsible for enforcing the Act. Individuals or organizations may file complaints by letter, telephone, or in person either on their own behalf or on behalf of others. On the basis of these complaints, the Department investigates places of employment—schools and colleges—to determine whether they are violating the law. If they are, an effort is made to obtain voluntary compliance including back salary for wage underpayments and a formal agreement by the employer to raise pay for women to the level of men. Such payments may be retroactive for two years or for three years if the violation is found to be willful. The Labor Department, which has been enforcing the Fair Labor Standards Act, of which EPA is a part, since 1938, resolves these pay discrepancies relatively quickly.

When employers fail to comply with the law, the Secretary of Labor may initiate federal court action to ensure payment of back wages and changes in future pay rates. (The University of Nevada is the first state university to be sued by the Secretary.) Only the Department of Labor can initiate class action suits leading to awards of millions of dollars in salary equalization payments.

Private suits may also be brought, but in state courts. Such action may result in an award of attorneys' fees and court costs, liquidated damages up to the back pay amount, and two years' back pay plus interest—or three years' if there is a finding of willful discrimination.

Under EPA, private lawsuits must be brought within two or three years of the discrimination. Because back wages are computed for the two or three years prior to filing a suit, the earlier a suit is initiated, the more back pay may be awarded.

Of importance to faculty and teacher associations is a provision of the law barring labor organizations and agents from inducing employers to institute or maintain wage differentials. Such organizations cannot justify a wage differential based on sex on the ground that it is part of a negotiated contract. Only the Department of Labor can sue a union or association.

Precedential decisions regarding the application of EPA to schools already have been handed down. In a case involving a female teacher and girls' softball coach and a male teacher and boys' baseball coach, a federal court in Delaware has concluded that pay differentials were not justified because the jobs are substantially equal, requiring equal effort, skill, and responsibility. Both teams had identical limitations on hours of practice, numbers of players, rules, and length of season.

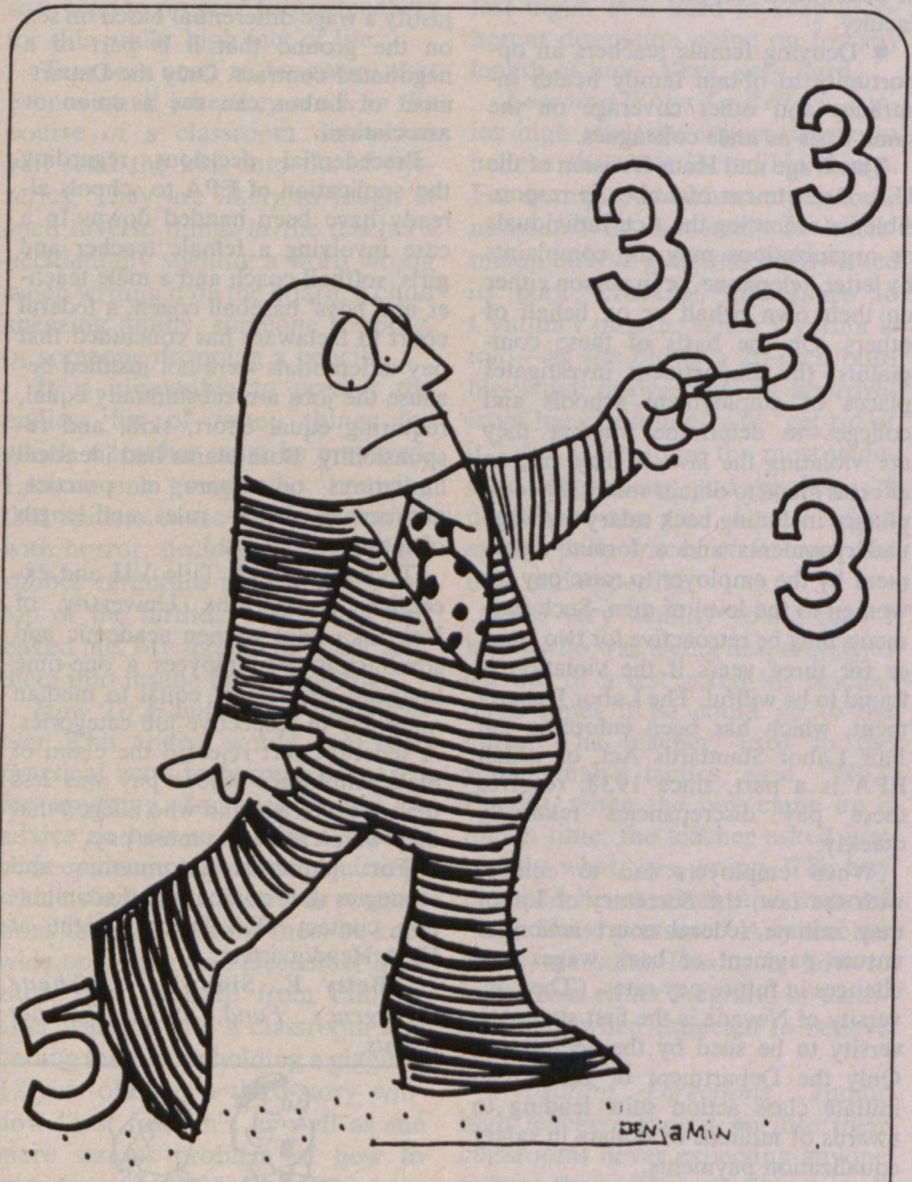
To comply with Title VII and executive orders, the University of Nebraska paid women academic and administrative employees a one-time financial adjustment equal to median male pay in respective job categories. A federal court rejected the claim of male employees whose pay was less than the average and who alleged that they were entitled to more pay.

For additional information and strategies for combating discrimination, contact NEA Teacher Rights at NEA Headquarters.

—**Betty E. Sinowitz,** *DuShane Emergency Fund, NEA Teacher Rights.*

"Someday I'll have to give up this life of fun and games."

On Professoring: Teaching and Researching



There is a temptation to ignore information which is not compatible with our stated hypothesis.

By OLIVER P. KOLSTOE
Professor of Special Education and Chairman, Department of Mental Retardation, University of Northern Colorado, Greeley.

It is hard for me to understand why so much time has been spent debating the virtues of teaching versus those of doing research. As with all arguments, there are quite reasonable supports for either position that are easy to accept by everyone except those who represent the enemy camp.

Most institutions of higher education place a high premium on performance in the classroom, and whether we like it or not, professors are first and foremost expected to be teachers. But those who downgrade the professor's research function are simply declaring their ignorance of the wellspring of the world of knowledge, for this is the source of most of the discoveries that have made civilization possible. The objective, of course, is to be good enough in each so people will leave you alone to pursue those activities of college professoring you deem important.

For some time, teaching effectiveness has been a focus of research. Such things as appearance, training, experience, and field of specialization have all been found irrelevant. Analysis of major studies of teaching effectiveness done by Allan Hosler and others at the University of Northern Colorado indicates that teachers rated as effective are well prepared for their classes

and do a good job of communicating to their students.

Over a number of years, I have asked colleagues whether they were good teachers. They have always answered affirmatively. When I ask why they think they are good, nearly every one gives a different reason. One says he is good because he is suave, charming, and sophisticated as a lecturer. Another, because she refreshes her lectures with reports of her current research. The list is endless.

In trying to determine what makes for superior teaching, we probably should believe all the different reasons our colleagues advance to explain why they are good teachers. It is useless to try to describe what good teachers are because they all differ. Instead, we may have better luck if we try to identify what it is people do to prepare themselves well and to communicate effectively.

Preparation cannot be a simple matter of having a great deal of information, for if this were so, a computer would be a superb instructor. Proper preparation requires not only that the instructor be in command of accurate information but also that the information be organized and related to information from other areas. Scholarship is essential to good teaching. By itself, however, it is not enough.

Success in communicating is the second attribute of effective teaching. Teachers must develop communication to a fine art if they expect even moderately high ratings from their students.

There are no sure general ways of doing this because each individual has certain assets to play up and liabilities to conceal. To tip the balance in favor of the assets requires getting feedback on faults and then facing liabilities honestly. This calls for no small measure of moral courage.

In this day of electronic gadgetry, the cassette recorder is an unobtrusive and simple device for capturing your classroom performance for future dissection. Another effective though somewhat devastating gadget is the videotape recorder, which catches your voice, mannerisms, and appearance at the same time.

It is probably wise to submit to videotaping only after you have done some critical evaluation of your oral performance. To face the combined impact of voice, mannerisms, and appearance may be devastating for mere mortals. Furthermore, students would be unlikely to believe the phenomenon of instant perfection. Therefore, it seems sensible to strive for improvement in only one dimension at a time. In this way you can increase your competence little by little without much danger of losing credibility for being a human being.

After you think you have done all you can in the self-improvement line, it may be helpful to ask a trusted colleague to sit in on your class in order to furnish an expert appraisal. If you are pretty good, the word will get around. And even if you aren't, you will still score points for trying.

Obviously, if feedback on performance is essential for judging effectiveness, then feedback from students is the way you can judge

Never give students options unless you are willing to accept their decisions.

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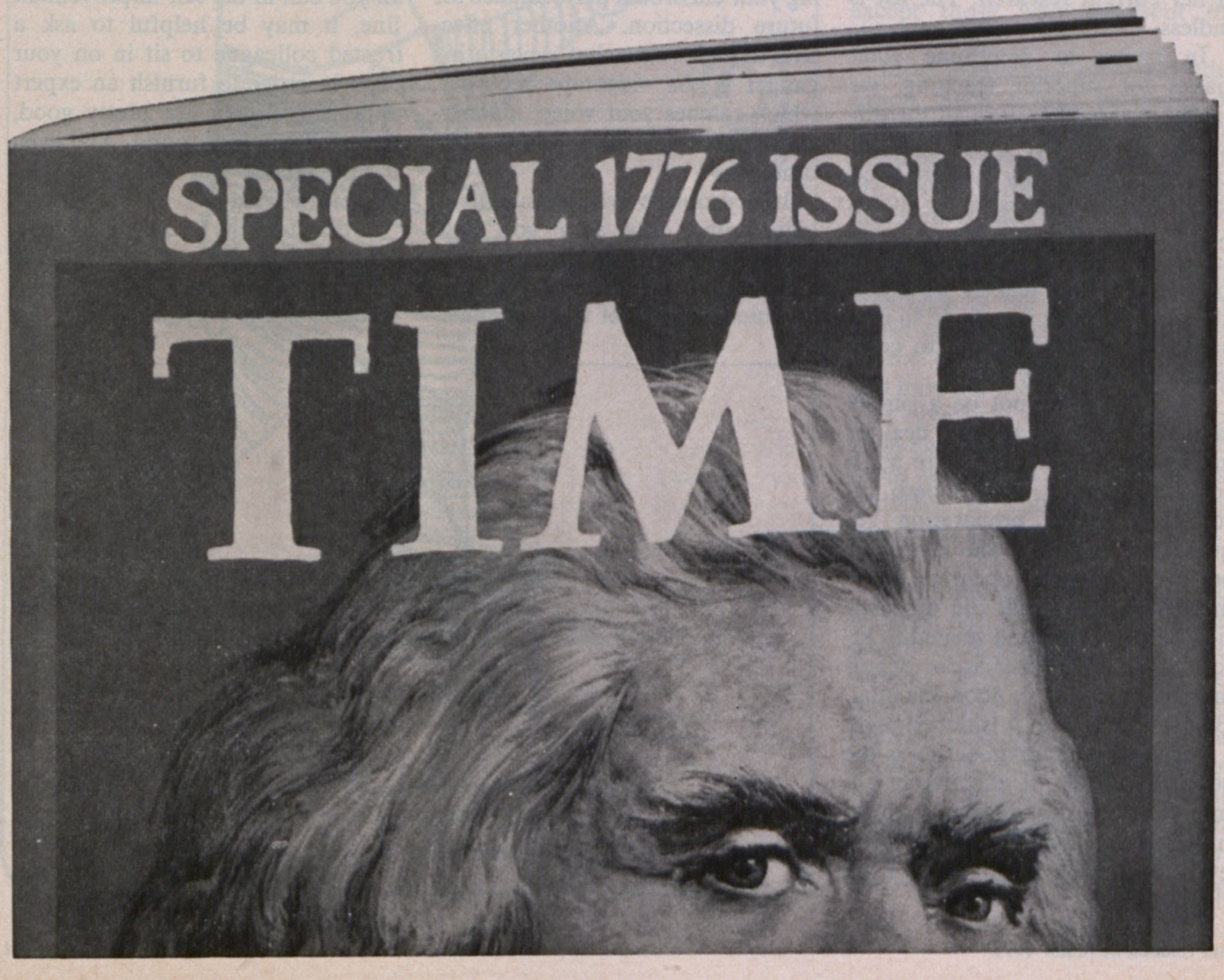

whether they understand your presentations. What you think you have communicated and what the students perceive may be two quite different things. Here the time-honored method of asking the students questions in order to find out what they think they heard or saw has never been superseded.

Once in a while you will encounter a professor who holds the mistaken notion that students should help decide what to study in class. This is absurd for the reason that they do not know enough about either the subject or related areas to judge the importance of information impinging on other information. The mature judgment of a scholar is called for here.

Student input can be valuable, however, in suggesting some ways of learning about a subject that are more meaningful to them than others and methods by which they wish to be evaluated. The important consideration, of course, is never to offer options for students unless you are willing to accept them.

This caution extends to another practice you can put to good use. At the start of each new term, provide each student with an outline of the purpose of the course, the content it will cover, the method you will use to present it, the activities he or she will engage in, the elements and schedule of evaluation, and a listing of knowledge sources that will be tapped. Ask for suggestions for changing the outline, record them carefully, and then honor them.

By sticking fairly faithfully to the amended outline, explaining any important deviations in advance, and basing the evaluations on the course outline, activities, and objectives, you will establish an instant reputation for fairness.

Many academic circles present the three F's of *friendly*, *firm*, and *fair* as the magic formula for achieving high student ratings. Of the three, fairness is the one you must never surrender. Caprice and favoritism do damage in any kind of institutional setting. In colleges where scholarly integrity is the sine qua non of existence, they can be catastrophic.

Friendliness may make things pleasant for faculty and students alike, but it is not essential to the effective functioning of a department. And firmness in some circumstances may be a fine quality, but flexibility probably does more to promote departmental and university harmony. For fairness, however, there is no substitute. Therefore, faculty members who build a reputation for being fair become departmental treasures and, in addition, get a better than even chance of receiving a somewhat better rating than their classroom performance really warrants.

A department will also cherish the professor who becomes a productive scholar with a record of research and publication. The academic eminence of any university depends largely on the excellence of the research and publication activities of its professors because this reflects the intellectual vigor of the faculty. And almost all institutions make provisions for research and expect their faculty to engage in it.

Usually, departments require professors to inform them about research activity. If the university needs to seek outside funding for

(Continued on page 85)

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CIRCLE QUICK-ACTION CARD NO. 31

(Continued from page 82)

the work, the professors will probably be asked to present detailed proposals, which will then be reviewed by resident scholars before the request is sent to granting agencies. Thus, any sloppy or ill-conceived proposals can be stopped at the pass before they reach outside eyes.

Because faculty members from other universities make up the agency panels who review grant requests, the reputation of individual faculty members and of the total institution as well can be made or broken by the review. Naturally, professors who write good proposals are likely to be well thought of both at home and abroad.

In the hope of receiving favorable consideration, some inexperienced professors will seek the collaboration of a well-known colleague. This is an almost sure trip to nowhere. In the first place, if the project is outside the sphere of the senior professor's interest, the academic world will know that the junior professor did all the work but shared the credit, which brands the latter as both insecure and gullible. In the second place, if the project falls within the senior professor's area of interest, people will assume that he or she formulated and organized the work and that the junior professor functioned as a clerk. Before very long, only the junior professor and one or two doting graduate students will remember that senior and junior collaborated. Even the senior professor will have forgotten.

Joint ventures are useful only as apprenticeship opportunities; schemers who view them as a shortcut to fame are almost certain to be disappointed.

Many schools are able to spend rather hefty sums on faculty research. Generally they use this money as risk capital to fund pilot projects that can then be expanded

(Continued on page 86)

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to generate proposals for large grants from major foundations.

This benefits the university and is a real boon to the faculty. Professors who submit proposals only on completed work never come up with duds. Word soon spreads that these persons are winners who are doing lots of exciting things. Thus are reputations made. From then on, the granting agency will beam on their proposals.

Foundations will tend to support the researcher of renown because they can be almost certain of getting significant results. Most granting agencies view themselves as investment companies, and the more established the foundation, the more stodgy its practices. Fortunately, about every 10 years a foundation engages in a painful reexamination and reordering of priorities. It pays, therefore, to keep tabs on the foundation practices, regardless of their stated policies, so that new proposals will coincide with conscience-examination periods.

The federal government operates like private foundations in many ways. It has a lot of money, uses the same review procedure, supports an almost endless variety of subjects, and is sensitive to current social concerns. It does, however, have different constraints.

Often, for instance, the mood of Congress influences the grants. This mood is best detected by studying the terminology of speeches made by members of Congress who have important committee assignments. If the chairperson of the committee should label something "a persistent social cancer," any study proposal that focuses on "this stubborn disease of the body politic, this social cancer" is likely to receive attention. Politicians put forth a lot of effort inventing memorable and quotable phrases and are gratified when these phrases become part of the bureaucratic lingo. In submitting a proposal, the trick is to use enough lingo to show that you're with it without risking a charge of slobbering. When played by experts, the name of the game is grantsmanship.

The successful expert knows the legal constraints, the prevailing social climate, the mood of key Congressional figures, and the amount of lingo required to come up with a winning proposal. Blending these elements into an eye-catching picture calls for superb artistry.

Once the proposal has been funded, the study can go forward. Many discoveries come as surprises, so the discoverer obviously needs to be in personal touch with the data sources in order to be able to identify a happy surprise. In short, scholarship is dependent on the data at hand, but scholars are not. Indeed, only they can give meaning to the material.

The road to academic renown is best traveled alone and with patient attention to detail. Of course, when you do achieve fame, you can ask others to assist you. You will then have more time to make speeches (for a modest fee) about those discoveries which made you famous and about which you feel no modesty. Most professors find it so hard to be modest about something no one has done before that they don't even try. They simply accept that those who are modest have much to be modest about and that those who make new discoveries do not. They place a premium on honesty but not on modesty.

In manuscript publication, people who submit papers on popular topics stand a good chance of being turned down. Failing to relate research to anything previously accomplished in the area may also result in rejection. Any attempt to join the parade of knowledge seekers without paying your respects to the concept of continuity is likely to meet with no encouragement. At the very least, identify where your efforts fit in the parade.

Any scholar who publishes a work that extends human knowledge invites the searching scrutiny of others in the field. If you intend to attack an accepted practice or viewpoint, you must first have proved your willingness to be criticized by having published work of your own. A perfectly legitimate attack by a newcomer may reap only a letter of rejection, while an almost identical attack by a scholar of repute not only ends up in print but probably wins an award.

Most of us are no doubt somewhat swayed by our own pet prejudices and perceptions. And most of us are only a little bit crooked, but that is where the risk lies. Since you can't get away with even minor dishonesty anyhow (colleagues who are just as bright and probably a good deal more knowledgeable will see to *that*), you might as well be virtuous from the outset. One way to ensure that you won't be charged with dishonesty is to resist the very human temptation to sweep aside information that is incompatible with your stated hypothesis.

Dishonesty is knowing but ignoring the fact that the data are contradictory; stupidity is not recognizing the contradictions. In order to avoid the appearance of stupidity and thus being labeled a dunce by the larger academic community, submit your work to trusted colleagues for critical evaluation before you publish. By so doing, you reap an additional dividend: the chance to duck responsibility. If you acknowledge the assistance of Professor Cerebrum, who read and critiqued the manuscript, you can privately always fault him for not spotting all the errors while publicly appearing to be magnanimous in sharing credit. That way, you get the best of both worlds. □

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CIRCLE QUICK-ACTION CARD NO. 33, 34

DILEMMA

This is the first in a series of articles presenting the handling of problems related to education with reactions by teachers and other consultants whose training and/or experience may enable them to contribute illuminating insights.

In my second year as a remedial reading teacher at a predominantly black junior high school, I met Timothy. He was assigned to my class because he was one year below grade level in reading.

Timothy hated the reading class and me. When he wasn't staring out of the window or disturbing others, he was asleep. I asked him about his interests and suggested materials he might enjoy reading. His only response was, "You can't tell me nuthin', Honkey!"

Reporting him to the office was futile. Occasionally, he was kept in the counselor's office when he should have been in my class. At the end of the first reporting period, he was suspended from school. These actions did not improve his conduct.

I had looked forward to meeting his parents at the first parent-teacher conference but was shocked by their attitude. They informed me that this was the first time in seven years that Timothy had been a problem in school, that I was not motivating him, that I was prejudiced against him, and that they had in fact come to the meeting to find out why I did not like their son.

I calmly denied their accusations and suggested that we work together. Timothy would have to learn to cooperate with the class, I explained.

Timothy's mother became angry. To avoid an argument, I proposed that we meet with the principal, a counselor, and Timothy. The meeting did take place at a later date. The result was that Timothy was transferred to a black teacher.

This action prevented my having the opportunity to try again to reach Timothy. If a similar situation should arise, I will not have learned from this experience.

More important, Timothy did not profit from the transfer, for he was sent to a class where the average reading level was two grades below his. The real problem—his inability to adjust to a white teacher—still existed.

How should this problem have been handled?

Reactors

Since the junior high school is described as "predominantly black," surely other black students were in the remedial reading class. It is interesting and somewhat surprising that they did not respond as Timothy did. "One year below grade level" is a comparatively slight retardation in almost any school. Four and five years below grade level is not uncommon.

Timothy needed motivation, not remediation. I agree with his parents about that. Had the teacher made him a classroom assistant, a kind of peer teacher, the meeting with the parents might have been successful. Telling the already hurt couple what Timothy "would have to learn" did not help.

The teacher is mistaken too in assuming that the "real problem" is Timothy's "inability to adjust to a white teacher." The real problem, as I see it, is the teacher's attitude: She (He?) is the reading doctor. Timothy is the unwilling patient. He must "cooperate," i.e., take his medicine.

If Timothy did not want to be a peer teacher, he probably could have been turned loose with 20 to 30 books —at least half by black writers—of poetry and prose. The teacher might have tried letting him choose what to read, and now and then—but only if he wished—share a story, poem, or article with the class.

He might have liked to write a fan note to Muhammad Ali or Vida Blue or J.J. or Lamont Sanford or a black legislator—Barbara Jordan, say, or Ronald Dellums. Writing and reading nourish each other.

The teacher here is more victim than sinner, the whole concept of classes in remedial reading being so dull in nature, so dubious in value. However, building up self-esteem in the student is the teacher's wisest course of action in all dilemmas.

—B. Jo Kinnick, *former consultant in creative writing to Oakland, California, inner-city schools; now consultant to a number of school districts.*

Timothy's behavior reflects a multitude of possible influences. Like a majority of black children, Timothy has heard his parents express their feelings and experiences with everyday racial encounters—real and imagined. Father expresses hostility toward his boss; mother is angered by an impolite clerk; both have words with the landlord. These added to the negative stories of police, welfare workers, the damaged property of Blacks in a white neighborhood, and the furor over school busing is confusing as well as frightening.

Teenagers have told me, "I thought my parents were great and could handle anything, but they let themselves be hurt and pushed around by white folks." Sometimes adolescents dramatize school situations to force their parents to intervene in their behalf in order to find out whether their parents are men or mice.

I would have spoken to Timothy immediately, enlisting his cooperation and stating guidelines for classroom participation. Then I would have gone to the home or called his parents in for a positive interview within a space of two or three days of Timothy's uncooperative behavior. My comments would have been, "Timothy and I are not starting off too well. It's not always easy to adjust to a new class. I'm sure that Timothy wants to do well and that I can count on you to help." (No opportunity for parents to be defensive or accusing.)

The teacher must demonstrate a "liking" for Timothy. Reporting to the principal and suspensions represent authority and oppression.

A counselor with some understanding of the psychology of minorities could have helped the child, his parents, and the teacher sift out the causal influences. There is no skin-color magic, only cultural awareness.

—Norma Marcere, *school psychologist, Central-Hower High School, Akron, Ohio.*

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These books are recommended as good recreational reading for young adults. The list was compiled by a committee of the Young Adult Services Division of the American Library Association in cooperation with a nationwide group of participating school and public librarians. It is available (with self-addressed mailing label and 20¢ in stamps) from Young Adult Services Division, ALA, 50 East Huron St., Chicago, IL 60611.

Watership Down. Richard Adams. Follows the adventures of Fiver, Hazel, and a ragtag *lapin* band. 1974. Macmillan, $6.95; Avon, $2.25.

Gather Together in My Name. Maya Angelou. This sequel to *I Know Why the Caged Bird Sings* continues the moving autobiography of a dauntless young woman. 1974. Random, $5.95; Bantam, $1.50.

If Beale Street Could Talk. James Baldwin. A young black couple are separated by his unjust imprisonment. 1974. Dial, $6.95.

Bright Candles: A Novel of the Danish Resistance. Nathaniel Benchley. Two teenagers turn from pranks to sabotage in this tense story about the Nazi regime in Denmark. 1974. Harper, $5.50.

Beyond Earth: Man's Contact with UFO's. Ralph Blum with Judy Blum. Documents the UFO sightings of 1973. 1974. Bantam, $1.50.

On High Steel: The Education of an Ironworker. Mike Cherry. An articulate ironworker reveals his life-style in an absorbing view, from on high, of his trade and his co-workers. 1974. Quadrangle, $7.95.

The Chocolate War: A Novel. Robert Cormier. "Sweets" abound at Trinity High while a schoolmaster feasts on students' fear. 1974. Pantheon, $5.95; Dell, $1.25.

I Heard the Owl Call My Name. Margaret Craven. A dying young minister wins the respect and friendship of the Indians with whom he lives while coming to terms with death. 1973. Doubleday, $4.95; Dell, $1.25.

First Person, Singular. Vida Demas. Pam recounts her teenage struggles to find herself. 1974. Putnam, $6.95.

A Cry of Angels. Jeff Fields. The adventures and friendships of a bunch of misfits are woven into a compelling story of a man's capacity for cruelty and love. 1974. Atheneum, $8.95.

Rockin' Steady: A Guide to Basketball & Cool. Walt Frazier and Ira Berkow. Clyde explains how to be cool on and off the court. 1974. Prentice, $9.95; Paperback Library, $1.50.

Harry & Tonto. Josh Greenfield and Paul Mazursky. Harry, 72 years old, and his marmalade cat, Tonto, set off on a hilarious cross-country jaunt to a new life in California. 1974. Saturday Review Press, $5.95; Popular Library, $1.25.

M. C. Higgins, the Great. Virginia Hamilton. M. C.'s fantasies of escaping the hill country and its threats are shattered, but he gains new insights into his future and that of his family. 1974. Macmillan, $6.95.

All Things Bright and Beautiful. James Herriot. The captivating continuation of *All Creatures Great and Small* relates episodes in the life of a veterinarian. 1974. St. Martin's. $8.95.

The Swarm. Arthur Herzog. Killer bees terrorize citizens and baffle scientists. 1974. Simon & Schuster, $6.95; NAL, $1.75.

Slake's Limbo. Felice Holman. A loser and a loner, Slake finds refuge in a subway which becomes his home for 121 days. 1974. Scribners, $5.95.

Native Funk & Flash: An Emerging Art. Alexandra Jacopetti. Photos and text describe hand-decorated objects: clothes, puzzles, furniture, embroidery. 1974. Scrimshaw, $12.95; paper, $7.50.

The Last Butterfly. Michael Jacot. A half-Jewish clown is forced to entertain Jewish children at Terezin before they board trains to Auschwitz. 1974. Bobbs, $6.95; Ballantine, $1.50.

How Many Miles to Babylon? A Novel. Jennifer Johnston. A friendship between two young Englishmen from different social classes leads to tragedy amidst the horrors of World War I. 1974. Doubleday, $4.95.

The Dispossessed. Ursula K. Leguin. Shevak, the Dispossessed, a brilliant but politically naive scientist, attempts to open interplanetary relations between two disparate societies. 1974. Harper, $7.95.

Ellen: A Short Life Long Remembered. Rose Levit. Told at 15 that she has cancer, Ellen finds the inner strength to live each day as fully as she can for two years. 1974. Chronicle, $6.95; Bantam, $1.25.

A Circle of Children. Mary MacCracken. Involving herself in a school for emotionally disturbed children, Mary MacCracken learns that these children can be helped through love, trust, and compassion. 1974. Lippincott, $6.95; NAL, $1.50.

Listen for the Fig Tree. Sharon Bell Mathis. In spite of her blindness and her alcoholic mother, Muffin, with the help of a neighbor, celebrates Kwanza and faces the future. 1974. Viking, $5.95.

The Mote in God's Eye. Larry Niven and Jerry Pournelle. Who will win out in man's first extragalactic contact with an alien civilization? 1974. Simon & Schuster, $9.95.

The Hephaestus Plague. Thomas Page. An entomologist, charged with destroying flame-throwing roaches, develops an affinity for them and breeds them while others work to save the East Coast from destruction by the insects. 1973. Putnam, $5.95; Bantam, $1.75.

Alive: The Story of the Andes Survivors. Piers Paul Read. Sixteen rugby players survive a plane crash in the Andes and live for 10 weeks on faith, finally using the bodies of their dead comrades for sustenance. 1974. Lippincott, $10; Avon, $1.95.

The Launching of Barbara Fabrikant. Louise Blecher Rose. A witty, empathetic, and earthy first-person story about the freshman college year of the overweight daughter of a rabbi. 1974. McKay, $6.95.

Run, Shelley, Run! Gertrude Samuels. Runaway Shelley, a victim of family neglect and juvenile injustice, finally gets the help she needs through the concern of a judge and the intercession of a neighbor. 1974. Crowell, $5.50; NAL, $1.50.

Trying Hard To Hear You. Sandra Scoppettone. Camilla recalls the summer of '75 when Jeff, her best friend, and Phil, the boy she had a crush on, fell in love with each other. 1974. Harper, $5.95.

House of Stairs. William Sleator. Five 16-year-old orphans find themselves in an experimental nightmare—where only stairs and landings stretch as far as the eye can see and a red light trains them to dance for their food. 1974. Dutton, $5.95.

The Thing at the Door. Henry Slesar. Gail Gunnison is driven to the edge of suicide by strange events. 1974. Random, $5.95.

Dummy. Ernest Tidyman. What defense did a black illiterate deaf-mute have against a murder charge? His deaf lawyer had to contend with his client's inability to communicate, an unfeeling court system, and circumstantial evidence. 1974. Little, $6.95; Bantam, $1.50.

Road to Many a Wonder. David Wagoner. Setting out to seek his fortune in western gold fields, Ike Bender marries a high-spirited woman and together they travel roads which do indeed lead to many a wonder. 1974. Farrar, $7.95.

I Am Thinking of Kelda. Evelyn Wells. Kelda's story moves from New York sweatshops to a pioneer farm in Kansas and finally to California, where she is captivated by a new entertainment: movies. 1974. Doubleday, $7.95.

Walls: Resisting the Third Reich—One Woman's Story. Hiltgunt Zassenhaus. Hiltgunt used her knowledge of Scandinavian languages to help the Scandinavian prisoners in Nazi Germany. 1974. Beacon, $7.95. □

"One good thing . . . with these grades, you certainly can't be cheating!"

Copyright Legislation
(Continued from page 65)

HR 2223 fails to recognize custom and practice in education as a proper basis for fair use, as was decided in the *Williams & Wilkins* case. For many years, teachers have been accustomed to make certain classroom uses of materials without being challenged or questioned. Here are some examples:

Ninth graders are having difficulty understanding symbolism in literature, and their textbook does not go far enough in its explanation. The teacher, therefore, makes multiple copies of a short poem or a short essay (from another book) that would help the classes understand the concept.

A teacher of German is making a synchronized slide/tape presentation about West Berlin. Many of the slides being used are ones the teacher took personally or purchased during a trip to that city. However, when the teacher becomes aware of better pictures in magazines or books, or scenes taken in or from places not normally open to the general public, the teacher makes slides of those pictures and incorporates them into the slide/tape presentation.

A teacher of economics reproduces copies of graphs and charts from the *Wall Street Journal* to facilitate study of the stock market. The teacher later incorporates some of those same charts into a unit test in order to evaluate student comprehension.

A teacher needs recorded information in cassette format, but the material desired is only available on a recorded disc. The library does not have multiple record player units for students so a disc is purchased, and the information is recorded from the disc to cassette on a one-to-one basis so it may be used in study carrels.

Classroom teachers will easily relate to the practicality and educational value of such uses, which most of them have assumed to be legitimate. It can be argued that custom can become law when it isn't questioned! This is particularly true in cases where the law is ambiguous, as is the case of the fair-use doctrine, where long-established and noncontested custom and practice have in fact established a meaning for the statutes.

In this regard, it must concern teachers that HR 2223 still places the burden of proof on them to prove that they have not infringed copyright. They must urge that the burden of proof be shifted to the alleger of the infringement, who has all the data involved in all the criteria for fair use which are specified in Section 107 of the proposed revision.

The U.S. Constitution in Article 1, Section 8, authorizes Congress "to promote the progress of science and useful arts, by securing for limited times to authors . . . the exclusive right to their . . . writings." The copyright monopoly now provides protection for an initial period of 28 years, plus a renewal period of 28 years.

HR 2223 further reduces accessibility to written materials by eliminating the renewal requirement and by providing protection for duration of life, plus 50 years. Copyright Office records show that approximately 85 percent of copyrighted works have not been renewed after the initial 28-year period, but have passed instead into the public domain.

The unwarranted extension of copyright in HR 2223 would probably protect the author's or creator's heirs more than it would the author or the creator. Why should the principle of free access to information so essential to a free society be sacrificed, especially when the authors or creators have not seen fit to renew the copyright?

The U.S. Department of Justice, in its testimony on HR 2223, presented May 8, 1975, questions what amounts to a probable doubling of the length of copyright for many works as compared with the present one. In its words, the proposed extension "appears to carry the protection far beyond the contemplation of the framers of the Constitution."

Much weight is given the argument that the duration of copyright should be extended in order to bring the United States into conformity with copyright laws in many foreign countries. The loss to the public interest can hardly justify such an adjustment. Indeed, if anything, one might question (as does the Department of Justice in its testimony) the obvious disparity of duration that now exists in this country between copyrights on written works and on various patents.

Copyrights on written material now last a minimum of 28 years—a duration of time that could extend to approximately 75 years under the proposed bill. By contrast, U.S. patents for any new and useful process, machine, manufacture, or composition of matter or improvement thereof are in force for 17 years. Patents for new, original, and ornamental designs of articles of manufacture last 14 years.

It is not realistic to expect a reduction in the current time duration of copyrights on written works, which has the advantages of being at least clear-cut. The HR 2223 proposal, on the other hand, has a formula that may be virtually indeterminable for all save the best-known authors.

In summary, copyright reform should be fair to the authors, publishers, teachers, scholars, and researchers, who create, transmit, and perpetuate our heritage for future generations.

A revised copyright law should retain and clarify an overall not-for-profit concept for educational, scholarly, and research uses and copying, whether couched as a limited educational exemption or in

(Continued on page 92)

CLASSROOM TIPS

By JANE TYLOR FIELD
Teacher of English and Creative Writing, Hilltop High School, Chula Vista, California.

Mrs. Field urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary level for possible use in future issues. Mail suggestions to Box IE, Today's Education, 1201 16th Street, N.W., Washington, DC 20036.

Now that the school year is beginning again, let's all vow to be upbeat in approach. Let's cheer students on in their quest for self-fulfillment. Let's emphasize the positive in their performance rather than the negative.

Here's one way to do it: using applause in the classroom. Yes, we all hear it occasionally, but Israel H. Borenstein of Stuyvesant High School in New York City suggests consciously employing applause as a tool to encourage class participation by students, as praise for having accepted a challenge, and as appreciation for a job well done.

For instance, two students in a Spanish class act out a dialogue in front of the group. When the performance is over, the teacher prompts the class by saying, "And now let's show our appreciation to Ernest and Hilda, who have worked hard preparing this skit," and leads the group in applause.

Elementary, of course. But how often instead have we just accepted such an effort with an offhand, "OK. Now the next thing. . . ."

A little aural approbation might help in mathematics. If a student is hesitant about demonstrating a problem on the board, the teacher may suggest, "Let's give Ron a little encouragement." Applause.

Perhaps the student's board work is less than adept. The teacher should still find something good about it and have the class give praise for that.

Most students usually like each other. They are also sympathetic to the trauma of performing, however slightly, before a group. Their own egos, like those of most of us, wilt—and bloom—very easily.

If they feel that the teacher is sincere (a key word) and that they are really helping one of their peers in a difficult undertaking, soon the class should be helpfully applauding without the teacher's prompting. They could also be overdoing it, too. But a word to the unwise!

And speaking of performances, stars of the silent screen are winning applause at John Adams High School in Ozone Park, New York. Silent movies, such as *The Black Pirate* with Douglas Fairbanks and *The Hunchback of Notre Dame* with Lon Chaney, are being shown to ninth graders who are from two to four years behind in reading. These instant fans want to read the enigmatic captions of the films. So they try harder. They also want to write and act out dramas similar to *Tillie's Punctured Romance* and *Way Down East*. Thus Charlie Chaplin, Lillian Gish, and Mae Busch become teacher aides.

Getting students to write is not always so easy. But Donna D. Connors of Westminster High School in Carroll County, Maryland, has a suggestion especially for creative writing classes. In an article in the *Maryland Teacher*, she tells how she has thrown away the red pen that attacked students' creativity with "faulty ref.," "sp.," "trans.," etc. Her new purple pen writes mostly positive comments: "Beautiful thoughts," "Real sensitivity," "Very well said," and the like.

Warmed by this approval, students write more freely and with more enjoyment. Soon, spurred by weekly revision sessions, they are searching on their own for mechanical errors and are willing to revise and rewrite in order to say more precisely what they mean.

Ever try to make up a game? At Hillcrest Junior High School in Springfield Township, Montgomery County, Pennsylvania, Martin Mersky's ninth graders make up games all the time.

One example is Political Science Vocabulary Bingo. Bingo cards containing political science terms instead of numbers (made by students) are distributed to the players. A definition is read. Students who recognize the matching term and who have it on their cards put a marker on that space.

Copyright Legislation

(Continued from page 91)

some other suitable comprehensive form. It should clarify the meaning of fair use as applied to teachers and learners, and it should shift the burden of proof from the teacher to the alleger of the infringement.

Classroom teachers cannot reasonably monitor the daily progress on proposals for copyright revision as they are dealt with by the Congress. They must be aware, however, of the devastating negative effects that would result in the classroom and in the entire educational process if the safeguards discussed do not become a part of a revised copyright law.

Although many members of Congress are friends of education, not many have been teachers and so have not experienced firsthand the teacher's need to utilize the widest range of techniques and materials to foster and promote the learning process. Teachers, therefore, should write their representatives in the U.S. Congress to communicate their needs and concerns with regard to the revision of the U.S. Copyright Law and to let them know that HR 2223 will not meet those legitimate needs and concerns. □

Mr. Freitag testified on behalf of the NEA before a subcommittee of the House Committee on the Judiciary, which is considering legislation to revise the copyright law.

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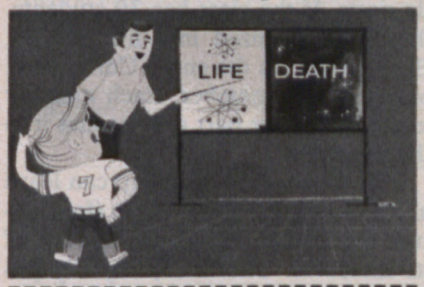

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CIRCLE QUICK-ACTION CARD NO. 4

Classroom Tips
(Continued)

And so on, just as in a regular bingo game.

The class's original "Campaign" is a board game using markers, play money, and dice. The object is to win an "election" by being first to complete circuit of the board.

Each player rolls the dice to determine where to move his or her marker. Attached to each space is a card, face down. The cards contain election-oriented questions. If a student answers the question correctly, he or she is awarded the space. If the answer is incorrect, the player returns to that previously occupied.

Some cards penalize the players, as "Missed the speech presentation to local unions. Go back three spaces." Other cards have happy surprises, e.g., "Publicity extremely good. Move ahead five spaces." Sounds more worthwhile than some of the *real* political Parcheesi.

Donna Nicholson of Epps Island Elementary School in Houston, Texas, suggests a device which *visibly* registers success.

On a bulletin board, put a brick wall topped by a large Humpty Dumpty. Number the rows of bricks from the bottom up. Now make a small Humpty for each child, labeling it with a number rather than the child's name.

Put all of the Humpties across the bottom of the wall. Next, designate certain papers as "Humpty" papers. Each time a child does well on such a paper, his or her Humpty moves up one space on the wall.

Variations of the Humpty bulletin board might be rockets to the moon, Indianapolis 500 race cars, the Jumping Frogs of Calaveras County, etc. In any case, success, although anonymous, is visible, positive, and, let us hope, inspirational.

One great problem in any school, integrated or segregated, private or public, is helping shy students. Minority members or 100 percent WASPs, withdrawn persons have trouble gaining acceptance by their peers. They

(Continued on page 94)

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Classroom Tips
(Continued)

may even be ignored or tormented by the all-powerful teachers. How can these students be helped?

According to the February 1975 issue of *Psychology Today,* Elliot Aronson (and others) noted that bus-forced integration resulted not only in racial tension but in a lowering of self-esteem in minority groups. Furthermore, in newly integrated schools, the members of minorities hung together, defeating the whole purpose of the busing that had put them there.

Mr. Aronson tried to help solve such problems in Austin, Texas, high schools. However, he soon felt that the best plan to follow was prevention and cure at the elementary school level.

Aronson devised one aid which he calls jigsaw teaching.

The clue to the jigsaw route is transferring the fount of wisdom from the teacher to the students. In certain exercises, *every* student knows a share of the answers, and *every* student teaches other students.

Example: If students are to learn about a famous person, Madame Curie, say, her life story is divided into six parts. If the class has 30 students, they are organized into five groups. Each group has the entire Curie story, one part to a member. Each member learns his or her part and teaches it to the other five.

The idea is that no group can learn all the essentials about Curie (for a future test) without listening to each of its members. Therefore, any shy pupils must speak up and be listened to. In this atmosphere of equal time, the shy ones begin to feel important and to blossom.

Furthermore, as a result of the jigsaw technique, children in the classes involved developed a liking for each other. Some of the shyer and/or minority members were turned on to school. This was especially true in the case of the Blacks. In the control condition, they showed a rapid decrease in their liking for school, but this was certainly not the case in the jigsaw condition.

(Continued on page 96)

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Fair complexion

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Age: 9
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Brown Hair/Brown Eyes
Medium complexion—
Left handed

These boys were abducted from the legal custody of their father, Robert Eller, Brooklyn, N.Y. on Feb. 16, 1974 by Hyala Eller who was found to be an unfit mother by the Family Court of the State of New York.

HYALA ELLER
Age: 32
Maiden Name
HYALA SHAPIRO
Height: About 5'3"
Weight: 120-135 lbs.
Dark Brown Hair
Brown Eyes
Can play, teach piano

Warrant # R8413/71, Feb. 27, 1974 issued for her arrest by the Family Court of the State of New York.

It is possible that all of the above names have been changed. Would you please help me find my boys? Any information given will be held in strict confidence.

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Classroom Tips
(Continued)

Issuing report cards: Is any part of the school routine more negative? Helen A. Thomas of Southern Heights School in the Highline, Washington, district, works toward positive report cards with this device:

In the fall, she prepares a notebook with a page for each student. Every time she sees something that is commendable about a student, she records it on the appropriate page in the book. When report card time comes, she can consult each child's page and write a paragraph giving to the parents some happy information that might otherwise have been overlooked.

Aerosol Issue
(Continued from page 48)

Classify the reference materials in the aerosol dossier into useful categories.

Start class publication of a monthly "aerosol report" which provides readers with useful information and suggestions regarding aerosol use.

Make the file and your report available to local community people who might find such information useful (i.e., local environmental organizations).

9. Find out all you can about aerosol disposal in your community. What special treatment, if any, do the local solid-waste people give to waste aerosols?

Interview people in the community who deal with the disposal of waste aerosol cans. What, if any, problems do these materials pose for the community?

Pull together as much information as you can regarding your community's total annual use of aerosol products. On the basis of this information, calculate a best estimate of the amount of resource material your community discards each year as a result of aerosol use.

Based on these estimates, calculate other ways these materials (now wasted) might have been used. For example, how many pounds of steel used to make aerosol cans might have become how many bicycles?

10. Design a questionnaire for administration to a sampling of people in the local community. Find out what people really know about aerosols, their risks and benefits, and the potential environmental hazards which these products may present.

Use the data of the survey to compile a community report which indicates what people know about aerosols. Share your findings with the news media and the general public.

Start an educational campaign in your community to inform the public with respect to the things that the survey indicates they do not know.

11. Find out all you can about the aerosol industry's impact on our nation's economy. Nationally, how many people depend upon the industry for their jobs? Determine as best you can what the effects would be of a national aerosol ban.

Read current and back issues of journals published for the aerosol industry, as well as various journals of the chemical industry. What do these sources have to say about the aerosol issue, and, particularly, the economics of the industry?

Contact industry and labor representatives to find out what they have to say about the controversy. What action(s) do they recommend be taken?

Some Do's and Don'ts for Teachers

Remember that most of the current aerosol issues are still questions. If you start treating preliminary findings and hypotheses as facts, you might end up with egg on your face.

Make sure that both pro and con information on the continuing use of aerosol products is available to students. Avoid being biased.

If students want your opinion, give it honestly and freely, but be sure that they understand that you are presenting personal opinions.

Remember that, at least for now, you and your students won't be able to find "the truth" about the fluorocarbon question—even the experts aren't sure at this point.

Remember, too, that deciding not to do anything (using aerosols at the same rate "as usual") actually means that you *have* decided to act. Electing to take this course of action should be considered OK, providing that it is a decision thoughtfully arrived at.

Join in the investigations with your students; this topic is an important one for *you*, too. □

NOTABLE CHILDREN'S BOOKS OF 1974

These books were selected by the Book Evaluation Committee of the Children's Services Division of the American Library Association, aided by suggestions from school and public librarians in 45 libraries. The list is available (with self-addressed mailing label and 20¢ in stamps) from Children's Services Division, ALA, 50 East Huron St., Chicago 60611.

Watership Down. Richard Adams. A maverick band of rabbits sets out to establish a new community in this complex novel encompassing danger, adventure, fantasy, and *lapin* mythology. Macmillan. 6.95.

My Black Me: A Beginning Book of Black Poetry. Arnold Adoff, editor. Pride, hope, and beauty speak through these poems "by Black American poets of our time . . . for *all* sisters and brothers. Of every race." Dutton. $5.50.

The Woman with the Eggs. Hans Christian Andersen. Adapted by Jan Wahl. Pictures by Ray Cruz. Effervescent, colorful illustrations enhance the old folktale of a proud, silly woman who counted her chicks before they hatched. Crown. $5.95.

The Devil's Storybook. Natalie Babbitt. Stories and pictures by the author. Fiendishly clever stories of a middle-aged Devil, often thwarted, but, on occasion, deservedly, deliciously triumphant. Farrar. $4.95.

Everybody Needs a Rock. Byrd Baylor. With pictures by Peter Parnall. Free verse and subtle line drawings lead a young reader toward "a special rock that you find yourself and keep as long as you can—maybe forever." Scribner. $5.95.

All Butterflies: An ABC. Marcia Brown. Cuts by the author. A visual feast of bright woodcuts illustrates a unique alphabet book of two-word phrases catching many moods. Scribner. $5.95.

Walk Together Children: Black American Spirituals. Ashley Bryan. Selected and illustrated by the author. A heritage of song lovingly interpreted in black-and-white woodcuts. Atheneum. 6.95.

After the Goat Man. Betsy Byars. Illustrated by Ronald Himler. An eccentric old man is drawn back into involvement with life by Harold, Figgy, and Ada, three brave children vividly characterized. Viking. $5.95.

Greedy Mariani, and Other Folktales of the Antilles. Dorothy Carter, selector and adaptor. Illustrated by Trina Schart Hyman. A rich and varied selection of tellable stories from Cuba, Jamaica, Puerto Rico, Haiti, the Dominican Republic, and Montserrat, illustrated with humorous irreverence. A Margaret K. McElderry Book. Atheneum. $5.50.

Handtalk: An ABC of Finger Spelling & Sign Language. Remy Charlip and Mary Beth and George Ancona. Expressive color photographs bring to life the language of the deaf by involving young readers with a gamelike approach. Parents'. $4.95.

Thank You, Jackie Robinson. Barbara Cohen. Drawings by Richard Cuffari. Completely immersed in baseball, fatherless Sam discovers a kindred spirit in Davey, a 60-year-old black man, and a deep, warm friendship grows. Lothrop. $4.50.

my brother Sam is dead. James Lincoln Collier and Christopher Collier. The Revolution, its agonies, and injustices are seen through the eyes of Tim, the politically ambivalent son of Tory parents and the brother of a patriotic soldier. Four Winds. $6.50.

The Son of the Leopard. Harold Courlander. Woodcuts by Rocco Negri. The heroic exploits of Wolde Nebri, a young African cast out of his tribe because he is believed to be the reincarnation of an evil chieftain. Crown. $4.95.

The Elephant and His Secret/El Elephante y Su Secreto. Doris Dana. Based on a fable by Gabriela Mistral, in Spanish and English. Illustrated by Antonio Frasconi. The elephant's back becomes an ark on which the animals are transported to Mount Ararat. Strikingly illustrated in two-color woodcuts. A Margaret K. McElderry Book. Atheneum. $5.25.

Transport 7-41-R. T. Degens. A stark, powerful story of an independent young girl's wrenching experiences as she journeys in 1946 from East Germany to Cologne on a train packed with refugees. Viking. $5.95.

Two Good Friends. Judy Delton. Pictures by Giulio Maestro. A duck with a compulsion to houseclean and a bear with a talent for baking join forces in this easy-to-read story of friendship. Crown. $4.50.

"Charlie Needs a Cloak." Tomie de Paola. Pictures by the author. Bright, clear pictures follow a shepherd through each step of cloth making in an easy-to-read, low-key comedy. Prentice-Hall. $4.95.

What Do You See? Janina Domanska. Pictures by the author. Strongly designed color pictures explore the natural world as perceived by a bat, frog, fly, and fern. Macmillan. $6.95.

Making Puppets Come Alive: A Method of Learning and Teaching Hand Puppetry. L. Engler. Photography by David Attie. Demonstration puppets designed by Paul Vincent Davis. Puppetry as a performing art with easy-to-follow directions. Taplinger. $9.95.

A Toad for Tuesday. Russell E. Erickson. Pictures by Lawrence Di Fiori. An unlikely friendship develops between a congenial toad and a grouchy owl who wants to eat him. Lothrop. $4.25.

jambo means hello: Swahili Alphabet Book. Muriel Feelings. Pictures by Tom Feelings. Warm double-spread black-and-white paintings in a realistic style illustrate traditional elements of East African life

(Continued on page 98)

COPING WITH DISRUPTIVE BEHAVIOR

Although individual students may try to fulfill certain needs through their classroom roles in general their behavior is complimentary to that of their peers. Research indicates that disruptive behavior tends to develop in the classroom when individual roles conflict with each other. The conflicts occur more in student-student relationships than in teacher-student relationships, because the roles of students are more subject to change than are the relatively fixed roles of teachers in relation to students.

This all new *What Research Says to the Teacher* report is an important addition to the series. In *Coping with Disruptive Behavior* author Jean E. Davis reviews recent findings of research on various methods teachers may use to modify, redirect, or otherwise influence disruptive behavior in order to maintain a classroom climate in which learning can take place.

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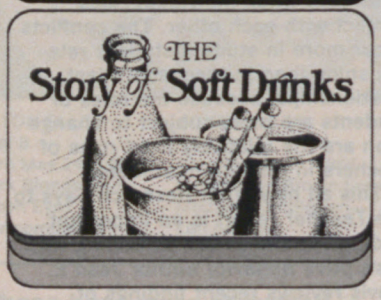

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Notable Books
(Continued)

and language. Dial. $5.95.

Duffy's Rocks. Edward Fenton. Love for his iron-willed grandmother and a search for his father form the core of 13-year-old Tim's life in this realistic picture of an Irish-American family in Pittsburgh during the 1930's. Dutton. $5.95.

Nobody's Family Is Going To Change. Louise Fitzhugh. Clear-eyed realism and strong language mark this novel about the fight of Emma and her brother to retain their individuality in the face of their father's blind opposition to their career ambitions. Farrar. $6.95.

Why Don't You Get a Horse, Sam Adams? Jean Fritz. Illustrated by Trina Schart Hyman. A witty and human look at an early American statesman features humorously expressive illustrations for young readers. Coward, McCann. $5.95.

Why the Sky Is Far Away: A Folktale from Nigeria, Retold. Mary-Joan Gerson. Illustrated by Hope Meryman. A wise and humorous picture story that begins long ago when the sky was close to earth and good to eat. Harcourt. $4.95.

Mushroom in the Rain. Mirra Ginsburg. Adapted from the Russian of V. Suteyev. Illustrated by Jose Aruego and Ariane Dewey. Clean, colorful illustrations humorously depict a marvelous mushroom sheltering all comers during a rainstorm. Macmillan. $4.95.

A Carrot for a Nose: The Form of Folk Sculpture on America's City Streets and Country Roads. M. J. Gladstone. Illustrated with photos. Photographs support the text's thesis that art can be found in a city manhole cover or a country scarecrow. Scribner. $9.95.

Philip Hall likes me. I reckon maybe. Bette Greene. Pictures by Charles Lilly. Eleven-year-old Beth's changing relationship with Philip Hall is the recurring theme of this colorfully written, episodic story that is funny, believable, and human. Dial. $4.95.

She Come Bringing Me That Little Baby Girl. Eloise Greenfield. Illustrated by John Steptoe. Rich neon pictures portray Kevin's slow acceptance of a baby sister—it was a *brother* he had wanted. Lippincott. $5.95.

M. C. Higgins, the Great. Virginia Hamilton. A haunting novel about a boy's struggle to know himself and save his home and way of life on Sarah's Mountain. Macmillan. $6.95.

Paul Robeson: The Life and Times of a Free Black Man. Virginia Hamilton. Illustrated with photographs. For older children, an impassioned biography of the actor, singer, athlete, and scholar whose political ideas destroyed his career in this country. Harper. $5.95.

How Tom Beat Captain Najork and His Hired Sportsmen. Russell Hoban. Illustrated by Quentin Blake. "Just fooling around," Tom handily beats the determined Captain and his crew at womble, muck, and sneedball in this delightfully absurd picture book. Atheneum. $6.95.

Slake's Limbo. Felice Holman. A blunt survival story of 13-year-old Slake, a victim of life's hard knocks, who takes refuge underground in New York's subway system. Scribner. $5.95.

The Stronghold. Mollie Hunter. In a dramatic novel set in Druidic Britain, Coll builds a stone citadel and saves his people against all odds. Harper. $5.95.

Firerose. Susan Jeschke. Illustrated by the author. A young girl has to learn how to live with a dragon's tail and then how to lose it in this fresh, original picture book with hilarious graphic drawings. Holt. $4.95.

Owliver. Robert Kraus. Pictures by Jose Aruego and Ariane Dewey. Doctor, lawyer, actor—what to be? Owliver makes his own decision with zest in this colorful, amusing picture book. Windmill & Dutton. $6.95.

Lumberjack. William Kureleck. Paintings by the author. The warmth and camaraderie of a lost way of life are recreated in vibrant paintings accompanied by a conversational text. Houghton. $6.95.

The House in Norham Gardens. Penelope Lively. The relationship of past to present is explored in this British fantasy about Clare, her elderly aunts, and a sacred shield from New Guinea. Dutton. $5.95.

The First American Revolution. Milton Lomask. A lively, full account of the war, its leaders, opponents, and the revolution still in progress. Farrar. $6.95.

City: Story of Roman Planning and Construction. David Macaulay. Illustrated by the author. Meticulous drawings and clear text that reveal Roman genius in this account of the planning and development of a typical city are relevant to contemporary urban studies. Houghton. $7.95.

Arrow to the Sun: A Pueblo Indian Tale. Gerald McDermott. Adapted and illustrated by the author. Brilliant earth colors and geometric figures project the Pueblo myth of the search of a young Indian for his father, the Sun. Viking. $6.95.

The Forgotten Beasts of Eld. Patricia McKillip. In this powerful fantasy set in two worlds, wondrous beasts and their wizard mistress are caught up in the destructive power of human emotions. Atheneum. $7.25.

To See the World Afresh. Lilian Moore and Judith Thurman, compilers. A discriminating selection of poetry that invites young people to share fresh perceptions of the world. Atheneum. $4.95.

Wrapped for Eternity: The Story of the Egyptian Mummy. Mildred Mastin Pace. Egyptologist and content consultant, Kenneth Jay Linsner. Line drawings by Tom Huffman. Photographs and drawings graphically illustrate this book of scholarship and suspense for everyone curious

about ancient Egypt and the history of her dead. McGraw-Hill. $6.95.

Of Nightingales That Weep. Katherine Paterson. Illustrated by Haru Wells. At a time of civil war in feudal Japan, Takiko is torn between her duty to the emperor and her love for an enemy warrior. Crowell. $5.95.

The Perilous Gard. Elizabeth Marie Pope. Illustrated by Richard Cuffari. A superbly constructed narrative set in sixteenth century England tells the ballad story of a girl who rescues her lover from the Fairy Folk. Houghton. $5.95.

Squawk to the Moon, Little Goose. Edna Mitchell Preston. Illustrated by Barbara Cooney. Skillfully drawn night scenes highlighting each character complement the clever story of a silly goose who uses her own fears to trick a fox. Viking. $5.95.

Figgs & Phantoms. Ellen Raskin. Illustrated by the author. Wit and wordplay mask the poignancy of this story in which Mona Lisa learns to accept the death of her beloved uncle and to deal with her freaky family. Dutton. $5.95.

Shapes. John J. Reiss. Illustrated by the author. Two captivating animals present basic two-dimensional geometric shapes, then cleverly transform them into colorful, three-dimensional figures. Bradbury. $5.95.

A Billion for Boris. Mary Rodgers. In this fast-paced urban comedy narrated by Annabel Andrews (of *Freaky Friday* fame), her friend Boris uses a TV that announces tomorrow's news to try to change his mother's life-style. An Ursula Nordstrom Book. Harper. $4.95.

Harry Cat's Pet Puppy. George Selden. Illustrated by Garth Williams. A warm, humorous story of a frantic search by Tucker Mouse and Harry Cat for a home for Huppy—their overgrown pet puppy. Farrar. $5.95.

Songs and Stories from Uganda. W. Moses Serwadda. Transcribed and edited by Hewitt Pantaleoni. Illustrated by Leo and Diane Dillon. Musical transcriptions for singing and drumming invite participation in these African tales distinguished by handsome woodcuts. Crowell. $6.50.

Dawn. Uri Shulevitz. Pictures by the author. The drama and beauty of daybreak are effectively captured in simple text and powerful watercolors. Farrar. $5.95.

Where the Sidewalk Ends: Poems and Drawings. Shel Silverstein. Where the sidewalk ends, Shel Silverstein's outrageously funny world begins—in this collection of his poetry for children of all ages. Harper. $7.95.

Farmer Palmer's Wagon Ride. William Steig. Pictures by the author. Pen and paintbrush are used with equal dexterity to describe a pig's disastrous trip home with his donkey. Farrar. $6.95.

Blue Fin. Colin Thiele. Pictures by Roger Haldane. A sensitive portrait of a shy, awkward boy whose struggles to earn his father's respect fail until he is involved in a tragic sea disaster. Harper. $4.95.

The Iron Lily. Barbara Willard. Lilias learns painfully to be as hard as the iron she makes in order to survive and leave her rebellious daughter secure in the uncertain world of Tudor England. Dutton. $5.95.

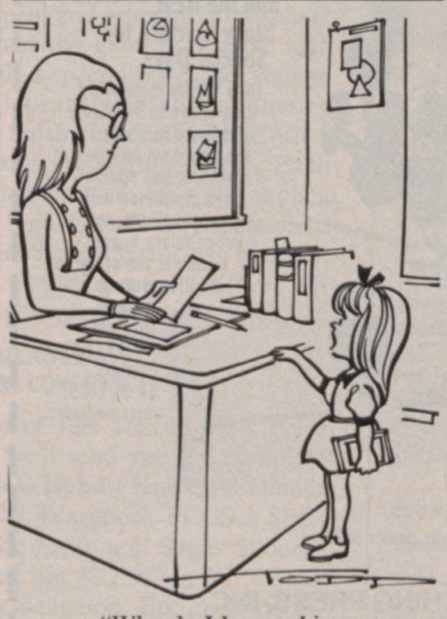
Albert's Toothache. Barbara Williams. Illustrated by Kay Chorao. Soft brown pencil drawings accompany this engaging story about a young turtle with a toothache in his toe. Dutton. $4.95.

Kings, Commoners and Colonists: Puritan Politics in Old New England, 1603-1660. Selma R. Williams. The development of self-government in the Massachusetts Bay Colony is presented in a well-researched work enlivened by biographical sketches and quotations from original sources. Atheneum. $6.95.

The Nargun and the Stars. Patricia Wrightson. An Australian boy seeks help from Potkoorok, the trickster spirit of the swamp, in his fight against the threat of the Nargun, a dangerous primeval monster. A superb mesh of fantasy and reality. A Margaret K. McElderry Book. Atheneum. $5.50.

The Girl Who Cried Flowers, and Other Tales. Jane Yolen. Illustrated by David Palladini. Five short stories written with the poetic conciseness and universality of fine folk literature, illustrated with strong paintings and drawings. Crowell. $5.95.

My Grandson Lew. Charlotte Zolotow. Pictures by William Pène Du Bois. A boy and his mother comfort each other with their memories of the boy's grandfather. An Ursula Nordstrom Book. Harper. $4.95. □



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AUDIOVISUAL MATERIALS

The following 16mm color sound films are recommended by William Cuttill, Indiana University, Audio-Visual Center, as representative of those available for use in developing an understanding of film production. For further information about these films, contact the producers/distributors indicated by the numbers in parentheses after each listing.

The American Super-8 Revolution. 31 min. Relates the experiences fifth grade students have in the production of a super-8mm film. Grades 4-8. (6)

The Art of the Motion Picture. 20 min. Views the motion picture as an art form by studying the five basic elements of filmmaking. Grades 7-12. (2)

Basic Film Terms: A Visual Dictionary. 14 min. Uses live-action photography to depict 46 terms associated with motion picture production. Grades 7-12. (8)

The Cinematographer. 17 min. Shows how the choice of lens, lighting setup, and color affects scenes. Grades 9-12. (9)

The Eye Hears, the Ear Sees. 59 min. Presents an explanation of filmmaking. Grades 7-12. (7)

Move. 15 min. Examines three productions by fourth graders to show techniques children can use to make simple animated sequences. Grades 3-7. (3)

Our Art Class Makes a Film. 14 min. Details how a seventh grade art class created motion and special effects. Grades 3-12. (5)

Overview of 8mm Production. 16 min. Traces a high school student's film through its final presentation. Grades 7-12. (1)

Teenagers Create an Animated Film. 9 min. Focuses on junior high students as they produce a film. Grades 7-12. (4)

Producers or Distributors: (1) AIMS Instructional Media Services, P.O. Box 1010, Hollywood, CA 90028. (2) BFA Educational Media, 2211 Michigan Ave., Santa Monica, CA 90404. (3) Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, NY 10510. (4) Centron Educational Films, 1621 W. 9th St., Lawrence, KS 66044. (5) FilmFair Communications, 10900 Ventura Blvd., Studio City, CA 91604. (6) Intl. Film Foundation, 475 5th Ave., New York, NY 10017. (7) Learning Corp. of America, 711 5th Ave., New York, NY 10022. (8) Pyramid Film Producers, P.O. Box 1048, Santa Monica, CA 90406. (9) Universal Education and Visual Arts, 100 Universal City Plaza, Universal City, CA 91608.

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Book Sales Increase in 1974

Sales of all types of books in 1974 totaled $3.5 billion, an increase of 10.5 percent over 1973 sales, according to estimates of the Association of American Publishers, which conducts annual surveys of book-publishing sales. This increase compares favorably to the 6.3 percent increase in 1973 over 1972.

College textbook sales increased by 15.6 percent, and elementary and secondary textbook sales increased by 9.3 percent. Preliminary figures for 1975 indicate that sales for elementary, high school, and college textbooks and professional (technical, scientific, and medical) books are showing a steady increase over last year.

High Court Rejects Parochiaid

Confirming arguments presented by NEA and 12 other national organizations in an amicus brief, the U.S. Supreme Court in May declared unconstitutional Pennsylvania's third attempt to provide substantial public funds to parochial and other nonpublic schools.

The only portion of two state aid programs which the Court left intact was the loaning of textbooks directly to nonpublic students. On the other two issues involved—provision of auxiliary services (e.g. remedial teaching) and provision of instructional material (e.g. lab equipment)—a Court majority reversed a lower court decision. (An article in a forthcoming issue of *Today's Education* will explore the decision in greater detail.)

Youth Population Will Decline After 1980, Census Figures Show

Population projections show that the number of American youth—persons 14 to 24 years old—is nearing a peak, will reach almost 45.2 million in 1980, and then decline to 42.2 million by 1985. These findings are included in a recent report of the Bureau of the Census.

A breakdown of youth into age groups shows that the number of persons of high school age (14 to 17 years old) totaled 16.9 million in 1974 but will decrease to 14.4 million by 1985. The college age population (18 to 21 years old) was 16.1 million in 1974, will rise to 17.1 million by 1980, and then drop to 15.4 million in 1985.

Report Advocates Bilingual Education

Bilingual-bicultural education is currently the best means of educating large numbers of minority children who speak a language other than English, according to a report issued by the U.S. Commission on Civil Rights.

Free single copies of the report, "A Better Chance To Learn: Bilingual-Bicultural Education," are available from the U.S. Commission on Civil Rights, Office on Information and Publications, 1121 Vermont Ave., N.W., Washington, DC 20425.

Half of College Graduates Work in Occupations They Didn't Foresee

Almost half of college graduates are not working in the occupations they planned to enter as seniors, according to a study released by the College Placement Council.

The study findings include the following:

- College majors frequently are not a determinant of career paths. For example, four-fifths of the teachers did not major in education.
- In almost every occupational category, women had achieved higher college grades than men.
- Graduates employed in occupations associated with scientific or advanced training (for example, college teachers, physicians, and scientists) had earned higher grades than those employed in business, allied health occupations, or elementary or secondary teaching.

Education Attracts High Percentage of Volunteers

Education is one of the three most active areas of volunteer service in America, according to a 1974 Census Bureau survey commissioned by ACTION, the federal agency for voluntary service. The other two areas are health and religion.

The study revealed that 37 million Americans were involved in voluntary activities of various kinds from May 1973 to April 1974. This figure represents 24 percent of the U.S. population age 14 and over.

Schools can rely on a helping hand from 15 percent of all volunteers. Young people and parents with school-age children were found to be more involved in education-related voluntary services than individuals in older age groups.

College Costs Go Up

The cost of college in 1975-76 will be 6 to 8 percent higher than in 1974-75, according to a survey of student expenses from 2,400 colleges and other postsecondary institutions by the College Scholarship Servce of the College Board. The analysis shows that the largest increase in 1975-76 total costs is at public colleges.

Educators Should Reach Out to Older Citizens

Twenty-three million Americans over the age of 65—10 percent of the population—are more in need of new education services than perhaps any other group, according to a report from the National Institute of Education (NIE).

Existing programs, designed only to help older citizens adjust to the limitations of age, are no longer sufficient for capable and experienced people who often can expect 15 to 20 years of healthy retirement, the report concludes. Educators should reach out to elders and, with them, create new roles and options for the later years.

The report recommends that community colleges assume primary responsibility for developing new education programs for elders.

AEW Set for November 16-22

"Our Future Is in Our Schools" is the theme of American Education Week (AEW) to be held November 16-22. The four cosponsors of AEW are NEA, the National Congress of Parents and Teachers, the American Legion, and the U.S. Office of Education.

BOOKS

Still a Dream: The Changing Status of Blacks Since 1960 by **Sar A. Levitan, William B. Johnston,** and **Robert Taggart.** Harvard. 381 pp. $15.

Still a Dream assesses the extent of black mobility in the following key areas: employment, earnings, income security, education, the family, health, housing, politics, business, labor, and government. It is divided into three sections.

The first part examines black progress between 1960 and 1972 based largely on standard governmental statistics. The second part attempts to numerically gauge the extent to which Blacks were beneficiaries of various income transfer governmental programs. And the final section tries to depict the outlook for black mobility throughout the seventies.

The authors' overall conclusion, as the title suggests, is that Blacks still have a long way to go before realizing Martin Luther King's dream. Nevertheless, they contend that Blacks made considerable progress in certain areas, notably, in employment, income, and education. And, although Blacks made significant absolute gains in the areas of health, housing, and politics as well, these gains were meager relative to whites' advances. The black family was the one area where the authors did not equivocate, since "deterioration" was, they say, "unmistakable."

Although this work brings together pertinent data on black mobilty of use to educators, it also reinforces many popular misconceptions about Blacks that impede genuine efforts at effective inner-city teaching. In fact, the analysis of the data has many of the flaws of similar past works on Blacks: heavy reliance on conventional wisdom in place of empirical verification, equating family structure with family functioning, the "blaming the victim" syndrome, lack of control for economic status on crucial dimensions, and failure to place trends among Blacks within the broader context of societal changes.

The uncritical acceptance of conventional wisdom about Blacks is reflected in the frequent use of such unscientific, value-laden terms as *deterioration, dependency,* and *pathology* that only distort or stereotype black values or behavioral patterns.

A second shortcoming is equating nuclear family structure with family functioning. Obviously, two-parent families cannot be synonymous with stability when 1 out of every 3 American marriages end in divorce. Blacks realize that having two parents does not necessarily make a family intact, just as having one parent does not necessarily make it broken.

This study also practices the double standard of attributing "deterioration" or "pathology" as factors that are internal to Blacks, but attributing gains or achievements to external factors. For example, rising rates of crime, welfare assistance, and illegitimacy are said to be primarily due to alienated, "under-class" values of Blacks, while black gains in the fields of education, employment, and public accommodation, for example, are largely attributed to an enlightened Congress, Administration, and courts —and not to any positive attributes of Blacks. It is shocking to note that this work contains no discussion of the role of such black protest initiatives as the civil rights campaigns of Dr. King or the ghetto rebellions as primary factors contributing to the social and economic gains of the 1960's.

Equally surprising, especially for manpower experts, is the lack of a systematic assessment of the impact of the 1960-61 and 1969-71 recessions. An adequate assessment of black progress must include an in-depth analysis of the unique impact of periodic recessions on the black community—in all of their "last hired, first fired" ramifications. But the deliberate downplaying of the role of recessions—and racism—is consistent with the overall approach of this work, which understates the significance of external societal factors in accounting for black "deterioration" and overstates the importance of internal weaknesses of Blacks. Thus, this work might be more appropriately titled, *It's All in the Black Family.*

Reviewed by **Robert B. Hill,** *director of research, National Urban League, Washington, DC.*

Liberal Parents, Radical Children by **Midge Decter.** Coward, McCann & Geoghegan. 248 pp. $7.95.

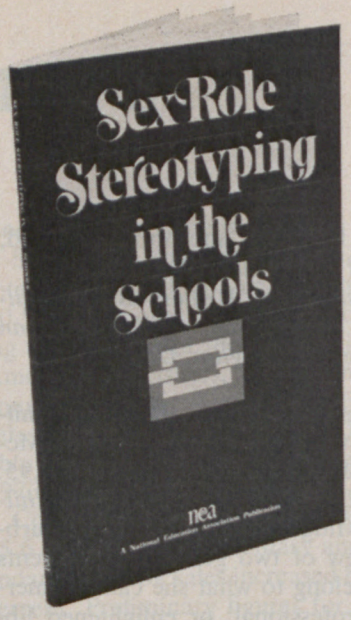
In *Liberal Parents, Radical Children*, Midge Decter gives us a disturbing view of two generations—parents who belong to what she calls "America's professional, or enlightened liberal middle class" and their offspring who are now in their twenties and thirties. This is not, however, just another polemic against the "younger" generation; hers is a two-edged sword, and the indictment includes both parents and children.

Decter blames both parents and teachers for a self-centered, dependent generation incapable of facing up to any real difficulty. Child-centered schools, open communication in the home, lack of authoritarian parents—all are culpable, she implies.

The reader, from either generation, will identify with many of the situations depicted in these fictionalized case studies, titled "The Dropout," "The Pothead," "The Sexual Revolutionist," and "The Communard." But what Decter labels in her introductory chapter as "an essay in fictionalized sociology" rates higher marks as fiction than as an examination of sociological phenomena. Her "case studies" might deserve to be taken seriously if they could be viewed as unique characterizations reflecting some of the influences of recent years of parenting and schooling. The author, however, insists that these are "significant types," despite the unusual intelligence, sensitivity, and creativity of the youth she depicts and despite the unfailing self-abasement of the parents and teachers.

She anticipates the criticism her book will engender, and it is valid criticism despite her disclaimer: " 'She is generalizing,' they might say. 'She speaks of no one. She has no data, no

(Continued on page 104)



Sex Role Stereotyping in the Schools directs its readers to see sexism in an objective light . . . to examine what's happening in the schools . . . to encourage children to follow their interests and abilities as independent human beings, rather than as girls or boys.

Authors of the collected essays in this book include Betty Levy, Gail T. McLure, Phyllis Zatlin Boring, Lynne B. Iglitzin, Sheila Tobias, Kathryn F. Clarenbach, Barbara Cook, Rose M. Somerville, and Dorin M. Schumacher.

Sex Role Stereotyping in the Schools is a book devoted to one fundamental concept: the right of each individual to attain maximum development according to her or his abilities, desires, efforts, aspirations—not according to a social or sexual role prescribed by society.

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studies, no documentation to bear her out.' This is the inevitable peril for anyone who seeks to discuss the world through the medium of his or her own senses." This is particularly true when, as Decter notes in anticipation, her views are "at odds with all the things most piously and popularly being said."

There is sufficient truth in Decter's depiction to convince the uncritical reader that all is as hopeless as she implies. Relying on the evidence of my own senses, however, I refuse to accept that verdict.

Reviewed by ***Ruth D. Hallman,*** *English teacher, Stebbins High School, Dayton, Ohio.*

Womanhood in America: From Colonial Times to the Present by **Mary P. Ryan.** New Viewpoints. 496 pp. $15.

In her first published work, historian Mary P. Ryan deftly sketches a framework for understanding the meaning and significance of what is and has been called womanhood in the history of American society. Rather than set forth a chronology of events and persons, *Womanhood in America* looks at the social and cultural strands in this nation's history that have imprisoned women in artificially molded cages of specialized sex roles and responsibilities.

The central theme of Ryan's book is that though women have shared in the work of building this nation, their only recognition has been to be stereotyped into several caricatures termed "womanhood."

Womanhood meant in colonial times helpmeet, co-sharer in economic production, but women remained in the shadows. During the nineteenth century industrialization, woman lost her co-sharing position when industry removed production from the home. "Guardian of the home" became her image, though she often was the lowliest of factory workers. And women of this century have seen their varied accomplishments and abilities sacrificed to a blatantly sexual image of womanhood.

The author's hope for the future is that sex difference will be considered only in terms of reproductive biology and that men and women will be free to develop according to their individual differences, interests, and aptitudes.

At a time when many educators are developing action strategies to combat sexism in the classroom, we must understand those processes in our history that have placed women in the molds described by the author. This volume's broad scope, based upon the social and cultural strands of history, provides the framework to undertake such a project.

Reviewed by **Consuelo Nieto,** *teacher on leave for doctoral studies, Los Angeles Unified School District.*

Intelligence Can Be Taught by **Arthur Whimbey** with **Linda Shaw Whimbey.** Dutton. 215 pp. $7.95.

This thoroughly researched book should prove exciting and provocative to psychologists, psychometrists, schoolteachers, parents, and teacher educators. It contains sound data for a new conception of intelligence and for designing cognitive therapy for improving the intelligence of *all* students.

The Whimbeys' book conceptualizes intelligence as a learned skill that involves such behaviors as first making careful and accurate observations, accurate interpretation of information, careful and accurate comparisons and constructions, and then subjecting all these operations to what Binet called "autocriticism." These behaviors can be specified, taught, acquired, assessed, and improved.

The procedure by which intelligence is taught is called cognitive therapy. Ten studies and the reports from two conferences are cited as sources of data for the effectiveness of cognitive therapy in improving intellectual functioning in both children and adults.

All the studies reported impressive gains in academic intelligence/achievement. In one study, for example, preschool children who received intensive education in mathematics concepts, language arts and reading

readiness, and science-social studies, and who enjoyed a 5:1 student-teacher ratio, gained about eight points more on the Stanford-Binet than did children attending a traditional and a Montessori school.

(My review of this book in no way implies endorsement of current standardized testing or school curriculums in which so-called disadvantaged students do poorly. It only recognizes the fact that intelligence, as defined herein, can be taught.)

Reviewed by **Norman R. Dixon,** *director, Project on Testing, and associate professor of higher education, University of Pittsburgh.*

Public Work, Public Workers by **Ralph J. Flynn.** New Republic. 112 pp. Cloth, $5.95; paper, $2.50.

What's Best for the Children? Resolving the Power Struggle Between Parents and Teachers by **Mario D. Fantini.** Anchor Press/ Doubleday. 201 pp. $6.95.

There is not, according to my accounting, a single group in this society that could not stand to know more about collective bargaining in the public sector and the fundamental social changes that underlie it and that could flow from it.

Ralph Flynn is a good source of information. A former teacher and NEA staffer, he wrote *Public Work, Public Workers* while executive director of the Coalition of American Public Employees. He is a partisan of public workers, and his book is, in the best sense, a political tract. He wishes to extend to 14 million public employees the same federal guarantee of collective bargaining rights that was granted to private-sector workers 40 years ago in the midst of another economic upheaval, the Great Depression.

Flynn understands the human need for recognition and for participation in shaping the work we do. He understands the often subtle relationships between the need for economic justice and the need for efficiency in the doing of public work. He sees the negative

(Continued on page 106)

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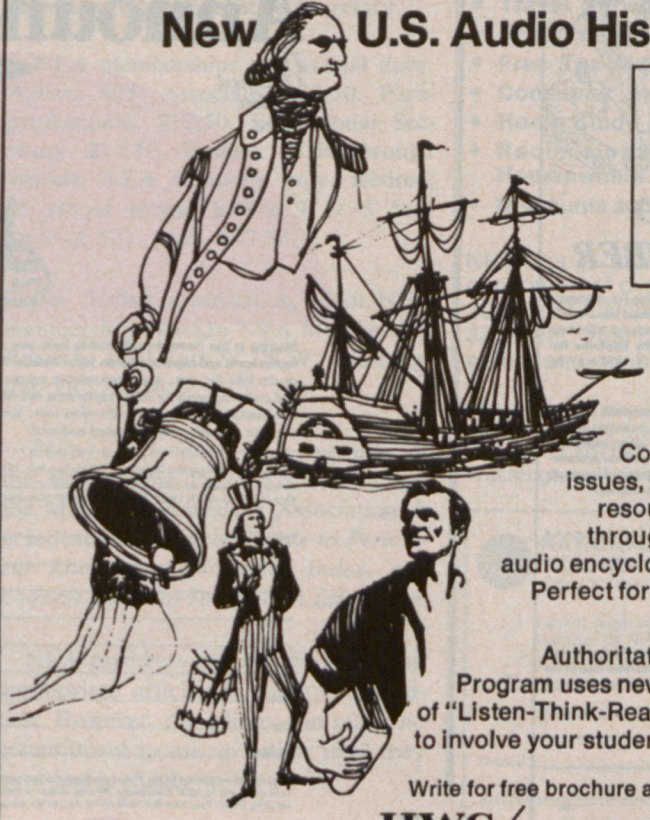

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Books
(Continued)

impact on public-sector labor relations (which he views, correctly, as a relationship among managers, workers, *and* the public) of the fragmentation of governmental responsibility within metropolitan America.

Flynn also lets public workers speak for themselves, and in this book, two bus drivers, a social worker, and a teacher speak volumes. The result is that *Public Work, Public Workers*, given half a chance, can explain what this new movement is up to and what it can mean for the country.

In the academic publish-or-perish world, this latest of Mario Fantini's volumes on educational reform devotes disproportionate attention to dire predictions that teacher unionization will wrest control of education from the public.

Fantini admits that professional associations are the only effective means to establish equitable employment conditions. But he perceives the growing "teacher power" as attempting to emulate the medical and legal professions, which, he says, are accountable only to themselves. He cites the UFT stance against the decentralization plan for New York City, NEA and AFT positions against accountability, and the NEA and AFT movement into the political arena as evidence to support his contention that teacher associations wish to control most aspects of education.

Once again, we are treated to all the old clichés—that union techniques are nonprofessional, that teachers are falling prey to a union mentality which perpetuates mediocrity, and that the exercise of power has a corruptive, self-serving element.

Fantini becomes more credible when he addresses the need for educational reform. In the third and last section of the book, he propounds his now familiar solution to the needs of a pluralistic technological society—alternative public schools.

Reviewed by **Kenneth Melley,** *associate director, NEA Affiliate Services.*

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Every Kid Can Win by **Terry Orlick** and **Cal Botterill.** Nelson-Hall. 186 pp. $6.95.

Every Kid Can Win "as long as we keep in mind that the outcome of the child is infinitely more important than the outcome of the game." Therein lies the theme of the book.

The authors, who are physical education teachers at Canadian universities, very clearly point out the disturbing implications of what "number oneism" has for participants in sports activities—especially young people—across the country. They believe that many adults have taken the fun out of sports and replaced it with the drudgery of unimaginative and mundane practice sessions that lead to apprehension and frustration on the part of children, parents, and coaches.

Orlick and Botterill raise some very real questions, such as, Should children be subjected to the pressure of winning at all costs when that results in some children's being excluded from play and even made the butt of ridicule? The win-at-all-costs attitude has serious implications for the values and ethics not only of children (even those who do not participate in sports) but of the country in general. The authors wonder why adults think children aren't having fun unless their games are organized and structured into leagues. Or why adults have children imitate them by providing replicas of official uniforms and equipment.

Orlick and Botterill conclude that efforts by adults to provide fun sports activities for children have too often resulted in exclusion, negativism, and failure, which have caused some children to turn off sports. But they suggest that "every adult can win" by letting children participate in sports for the fun of it instead of for the score of it. If children become losers, so do adults who create the environment in which children must play.

Reviewed by ***Freeman Miller,*** *physical education teacher, on sabbatical leave from Lloyd Road Middle School, Matawan, New Jersey.*

See also "Physical Education for Life," pages 74-76 in this issue.

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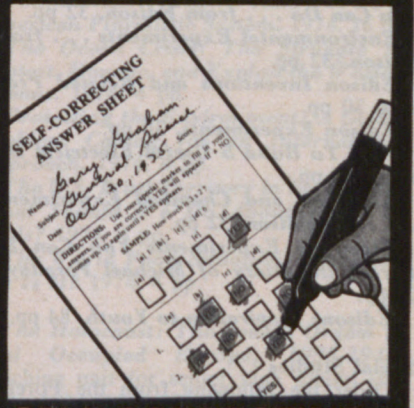

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Careers for the 1980's. Reprint from *Christian Science Monitor.* Discusses changes which will profoundly affect the working life. 1974. 8 pp. 1-99 copies, 25¢; 100-999, 20¢; over 1,000, 15¢ each. (Payment must accompany order.) "Careers," Christian Science Monitor, P.O. Box 128, Astor Station, Boston, MA 02123.

Dietetics. Career of the professional dietitian. Leaflet. 1973. Free (with stamped self-addressed long envelope). American Dietetic Assn., 430 N. Michigan Ave., Chicago, IL 60611.

The following are available for $1.95 each from Arco Publishing Co., Inc., 219 Park Ave. S., New York 10003.

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Your Future in Welding. 1971. 160 pp.

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The following technical papers are available from the National Leadership Institute, The University of Connecticut, U173, Storrs, CT 06268:

Gifted Disadvantaged Children. Clifford Stallings. March 1972. 6 pp.

Guidance Services for Gifted Disadvantaged Children and Youth. Gwendolyn J. Cooke. March 1974. 8 pp.

High IQ Minority Children. William F. Brazziel. January 1974. 4 pp.

Instructional Planning for Gifted Disadvantaged Children. Alexinia Baldwin. September 1973. 7 pp.

Library

Organization of the Small Library. Includes information on preparation of books and catalog cards, classification, arrangement, shelving of books, and circulation. 1975. 13 pp. $1 plus 25¢ handling charge. Harold Davidson, 1903 10th St. West, Billings, MT 59102.

Metrics

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Order the following free items from the National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA.

NCTM Metrication Update—9/74. Includes bibliography. 2 pp.

Suppliers of Metric Materials for Educators. Pamphlet. Lists 172 organizations that produce or distribute metric instructional aids. 1974. 12 pp.

Reading

How To Improve Your Reading Skills. A student's guide. 1974, 16 pp. 25¢; quantity discounts. Channing L. Bete Co., Inc., 45 Federal St., Greenfield, MA 01301.

Safety

The Bicycle Driver's Guide. Illustrated manual for drivers of all ages. Prepared in cooperation with the Washington State Superintendent of Public Instruction and Washington State Patrol. 1973. 32 pp. 50¢; quantity discounts. Outdoor Empire Publishing, Inc., 511 Eastlake Ave. E., Seattle, WA 98109.

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Constitutional Grounds for Presidential Impeachment. Prepared by the Impeachment Inquiry Staff, Committee on the Judiciary of the U.S. House of Representatives. 1974. 62 pp. $1. Public Affairs Press, 419 New Jersey Ave., S.E., Washington, DC 20003.

Ecology, Environment, and Education. Explores environmental plight of our planet. 1974. 106 pp. $1.75. Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, NE 68501.

Order the following from the Center for Information on America, Washington, CT 06793. 1-9 copies, 50¢ each. Write for bulk rates.

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The World Food Situation: How Serious Is It? 1974. 4 pp.

The Holocaust: The Jewish Ordeal in Nazi Occupied Europe, 1933-1945. Teaching unit for senior high school students. 1974. 12 pp. Single copies free; 2-99 copies, 30¢ each; 100 or more, 25¢. Jewish Labor Committee, 25 E. 78th St., New York 10021.

Personal Money Management: Guidelines for Teaching. For use in teaching high school students how to manage personal finances as adults. 1974. 40 pp. $1. Publications Section, Dept. NE, New York Stock Exchange, 11 Wall St., New York 10005.

Scarcity. Special issue number 2 of *Skeptic: The Forum for Contemporary History.* Articles by Eliot Janeway, Arnold Toynbee, Robert L. Heilbroner, and others. 1974. 66 pp. $1.25. Skeptic, 812 Anacapa St., Santa Barbara, CA 93101.

Science for Society: A Bibliography. Fifth ed. Aids students in studying the social problems that have arisen from the interactions of science, technology, and society. 1974. 105 pp. $2. American Assn. for the Advancement of Science, 1776 Massachusetts Ave., N.W., Washington, DC 20036.

The Supreme Court of the United States. The Court's role in American life, its procedures, description of the building, and biographies and pictures of the Justices. 1973. 20 pp. Free. Barrett McGurn, Public Information Officer, U.S. Supreme Court, 1 First St., N.E., Washington, DC 20543.

Teachers and Teaching

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Matters of Choice. A Ford Foundation report on alternative schools. 1974. 36 pp. Free. Office of Reports, Ford Foundation, 320 E. 43rd St., New York 10017.

The Schools and Group Identity—Educating for a New Pluralism. Includes a summary of ethnic studies programs already in operation and contains a checklist of suggested procedures for introducing group identity studies in state school systems. 1974. 80 pp. $1.75. Institute of Pluralism and Group Identity, 165 E. 56th St., New York 10022.

Teacher Education at the Crossroads: Reflections on Alternative Schools. Boyd H. Bode Memorial Lectures, No. 2. College of Education, Ohio State University. Two different papers by two different authors in one pamphlet. 1974. 44 pp. $2. Ohio State University Press, 2070 Neil Ave., Columbus 43210.

Urban Education

Models for Reforming Education in the City by Edward J. Meade, Jr., program officer in charge of public education for the Ford Foundation. 1974. 15 pp. Free. Ford Foundation, Office of Reports, 320 E. 43 St., New York 10017.

Urban Schools & School Finance Reform: Promise & Reality. 1974. 46 pp. $1.75. National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, DC 20036.

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I'M OK, I THINK

By **HELEN D. HOLMES**
Coordinator with Career Education Project, Lincoln (Nebraska) Public Schools, Former Elementary School Teacher.

I have just finished a research paper on changing children's attitudes toward school. In the paper, I sound quite a bit like God Herself. Let me enjoy it, will you? Basking in the glow of a successful experience is good for my self-concept and, heaven knows, I need that! There's nothing like being around young children to knock the pomposity out of you.

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When I did substitute teaching, I really developed a thick skin and a sagging self-concept. Kindergartners commented: "You can't play the piano very good, can you? Our teacher plays that song better." First graders said: "Do you have any kids? How old are they? Wow! *You* must be awful old." Second graders: "Our *real* teacher always lets us draw pictures all day . . . eat candy whenever we want . . . yell in the bathrooms . . . listen to the echo when we holler down the furnace pipes . . . throw mittens in the toilet." Third graders: "Where did you get those shoes? My sister got some like that, but she hated 'em so bad she tossed them in the trash." And so on and on.

Things were no better when I began teaching fifth grade full time. I remember how excited I was when I bowled a 223 for my last game one Wesdnesday night during league season. I was still congratulating myself on Thursday morning while I got ready for school. My head was full of egotistical exaltations about my athletic prowess, and I grinned to myself as I pictured how modestly I would receive the trophy for high game at the end of the season. I was jolted to the present when I realized I had just rubbed cream rouge under one arm.

Anyway, I got myself together and drove to school where I wrote 223 in huge numerals in about five places on all the chalkboards in my classroom. The kids spent half the morning apathetically watching while I carefully wrote spelling words, phonics lessons, and math problems around the 223's. Finally, someone asked, "What does that 223 mean? Why is it written all over?"

"Funny you should ask," I said. "I was bowling last night and I bowled 223 in my last game."

Silence. I waited for the drawing in of breaths, the gasps of appreciation, the cheers that never came. Then one voice droned, "My Mom bowls, and she got 225 the other night." □

"George has a good head for figures!"

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